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ABSTRACT

Designed to help teachers plan activities for National Women's History Week, this eighth grade curriculum guide on U.S. women in history contains classroom activities, daily announcement suggestions, information about how to conduct an oral history project, short biographies of notable women, and suggested community and school activities. The classroom activities focus around prominent and minority women; deal with sexual bias and discrimination; and include suggestions for reports, essays, library research projects, and puzzles and quizzes which are reproduced within the guide. Notable women in the disciplines of language arts, mathematics, science, fine arts, athletics, and education, and women whose philosophies have been historically important are the focus of the short biographies. Suggested form letters that can be adapted and sent to community resource women, school superintendents, principals, and history departments are provided. The guide also contains a textbook analysis checklist and a 15-page bibliography on women in general and U.S. Asian, Pacific, Black, Hispanic, Native American, and Alaskan women. The appendices contain three "Facts on U.S. Working Women" published in 1985 by the U.S. Department of Labor's Women's Bureau. (DJC)

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State of Washington
SUPERINTENDENT OF PUBLIC INSTRUCTION

# A UNIT ABOUT WOMEN

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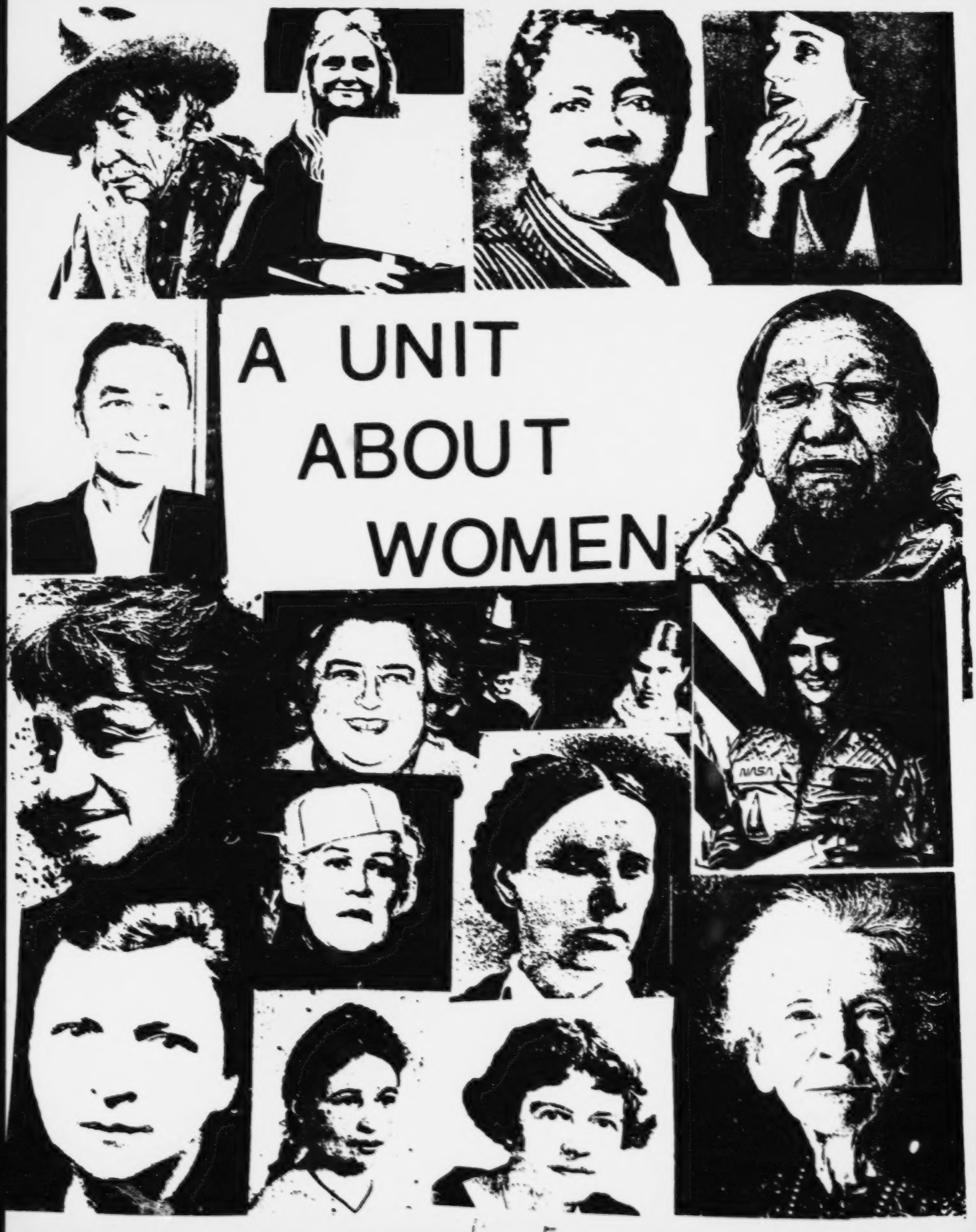
## A NOTE TO THE READER

The Office for Equity Education is pleased to make available the publication titled: A UNIT ABOUT WOMEN--Write Women Back Into History. This curriculum unit, compiled by teachers for teachers, contains classroom activities created and used by Lisa M. Sullivan and Sandra M. Bueler of Kalles Junior High in the Puyallup School District. It reflects their commitment to providing students that aspect of our state's and nation's history too often missing in traditional curricula...the role of women, past and present.

The publication of this booklet is particularly timely, not only as a rich resource for the March celebrations of "Women's History Month," but as an additional source of inspiration for activities to commemorate the Washington State Centennial Year, 1989.

We wish to express the appreciation of the Superintendent of Public Instruction to: Mrs. Sullivan and Mrs. Bueler for sharing their ideas; Mr. Herb Berg, Superintendent of the Puyallup Schools, Dr. Charles Nevi, Director of Curriculum, and Mrs. Louise Moffitt, District Equity Coordinator, for their contributions to make this booklet possible. Special appreciation goes to Deborah Eggen for editing and overseeing preparation of the booklet for printing. We would like to acknowledge the efforts of Barbara J. Johnstone in arranging for this publication.

Warren H. Burton
Director
Office for Equity Education


A UNIT
ABOUT
WOMEN
NASA

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# A UNIT ABOUT

# WOMEN

# "WRITE WOMEN BACK INTO HISTORY"

# WHY WOMEN IN HISTORY?

# INTRODUCTION

WE NEED TO PAY SPECIAL ATTENTION TO THE STUDY OF WOMEN. WHY? BECAUSE OVER ONE-HALF OF US ARE WOMEN. WE ARE THE HISTORICAL, THE FAMOUS, THE INFAMOUS, AND WE ARE COMTEMPORARY. WOMEN ARE HISTORY MAKERS.

IN THE PAST, TEACHERS HAVE HAD TO SAVE ARTICLES, SCROUNGE AROUND FOR INFORMATION, AND SEARCH TO BE ABLE TO FILL A FEW MINUTES OF CLASS TIME TALKING ABOUT THE CONTRIBUTIONS OF WOMEN IN HISTORY. TODAY WE ARE MORE FORTUNATE AND CERTAINLY MORE EASILY INFORMED ABOUT OUR SISTERS.

THIS IS A UNIT ABOUT WOMEN. IT IS A RESULT OF BOTH OUR PAST, PRESENT, AND GROWING COLLECTION OF MATERIALS. IT IS A RESULT OF TIMES OF FRUSTRATION OVER THE LACK OF EQUALITY THAT WOMEN ARE GIVEN IN TYPICAL HISTORY TEXTS AND CURRICULA. THIS IS A UNIT OF COMPASSION FOR OUR SISTERS WHO PRECEDED US. THIS IS A UNIT OF RESPECT FOR THOSE WOMEN WHO HAVE CONTRIBUTED TO SHAPING HISTORY BUT HAVE NOT RECEIVED THE CREDIT THEY SO DESERVE. THIS IS A UNIT ABOUT WOMEN, BY WOMEN.

OUR GOAL IS TO COMBINE OUR AVAILABLE MATERIALS, RESOURCES, AND EXPERIENCES TEACHING WOMEN IN HISTORY INTO AN EASILY USEABLE TEACHING AID FOR THE MONTH OF MARCH. WE NEED TO CELEBRATE WOMEN'S HISTORY MONTH BY BECOMING AWARE OF OUR 'HERSTORY', WHICH IN THE PAST HAS BEEN OVERLOOKED AND UNDERVALUED.

PLEASE STICK WITH US. READ, SEARCH, LAUGH AT, AND ENJOY THIS UNIT. WE KNOW YOU WILL USE WHAT YOU CAN. AND WE HOPE YOU WILL HELP US BY ENLIGHTENING THOSE IN YOUR SPHERE OF INFLUENCE.

WRITE WOMEN BACK INTO HISTORY

"Write Women Back Into History" was the theme chosen for Kalles Junior High's month long celebration of Women's History.

Congress and President Reagan designated the month of March to honor women. Historically women were not in roles of leadership, therefore not a great deal has been documented and written. Women have contributed to U.S. History with many famous, and little known, accomplishments. The Kalles Social Studies Department took this Congressional Resolution seriously by having appropriate ceremonies and activities.

Sandra Bueler and Lisa Sullivan, eighth grade American History teachers, involved their students and staff members in a school wide project. Each day throughout March there was a statement about a famous woman in the school bulletin. A large upstairs bulletin board featuring famous women was changed each week to supplement the bulletin announcements for that week. A quiz was made up for the entire student body. Teachers gave it to their students. The first person, in each room, with the most correct responses won a prize; a chocolate statue of Liberty. After all, she is the biggest women in America!! Some classroom activities were a family history chart and report, an oral interview with a woman, reading an autobiography or biography of a woman, there were word searches, and emphasis upon Chapter 15 in the American History classes. The eighth grade Honors Class drew and colored live size posters of eleven well known American women. The ladies "hung around" in the upper hall. Honors also presented a re-creation of the 1848 Seneca Falls Convention.

Mrs. Bueler and Mrs. Sullivan have attended women's workshops in Yakima and Seattle. They are interested in collecting any Women's History items. If you would like to share something with them please make a copy and send it to Sandra Bueler at Kalles Jr. High. We are interested in all aspects of women's accomplishments.

INTERNATIONAL WOMEN'S DAY, MARCH 8

In 1857, women from the garment and textile industry in New York staged a demonstration protesting low wages, the 12-hour workday and increasing workloads. They called for improved working conditions and equal pay for all working women. Their march was dispersed by the police, some of the women were arrested, and some were trampled in the confusion. Three years later, in March of 1860, these women formed their own union and called again for these demands to be met. In 1908, thousands of women from the needles trade industry demonstrated for the same demands. But now, 51 years later, demands for legislation against child labor and for the right of women to vote were added to demands for shorter working hours and better working conditions. In 1910, the German labor leader Clara Zetkin proposed that March 8 be proclaimed International Women's Day in memory of those earlier struggles of women to better their lives. Over the next sixty years, March 8 was celebrated mostly in socialist countries. By 1967, the day began to be celebrated by some groups in the United States, and by 1970, owing to the growing women's liberation movement, events were planned to celebrate the day in most of the major cities of the United States. In recent years it has become a widely celebrated day for most women's organizations and groups. Rallies, forums, panels, conferences, demonstrations, radio programs, media shows and school programs will all be part of each year's celebrations of women's rights and their contributions to the history and culture of the world.

text: Berkeley United School District
design: Kathleen Smith

## WHY CELEBRATE WOMEN'S HISTORY MONTH?

AWARENESS

SCHOOL/COMMUNITY RELATIONS

IMPORTANCE

STEREOTYPES

ROLE MODELS

SELF-IMAGE/RESPECT

REALITY

VITALITY

SENSE OF PLACE

SOCIAL/CULTURAL HISTORY

ACCURACY

We celebrate Women's History Month because it creates and increases AWARENESS of the contributions of women of all cultures that have been omitted from standard textbooks. An effective celebration of Women's History Month involves community people in the classroom and promotes good SCHOOL/COMMUNITY RELATIONS. Not only does the teaching about women in history expose the students to women through first-hand experiences, memories, and reflections; the celebration makes a first step toward integrating Women's History into all areas of the curriculum.

Women's History has positive results when integrated into the classroom. It gives both girls and boys the message that women's contributions to history are as IMPORTANT as men's. It shows the wide range of activities that women have engaged in throughout history in order to break down STEREOTYPES that limit aspirations and potential of girls and points out the inaccuracy of sex role stereotypes such as that of the full time wife and mother (that only applied recently to middle and upper class white women). By integrating Women's History into the classroom girls are given positive ROLE MODELS, while boys are shown realistic images of women's lives. Boys have increased RESPECT for women and women's possibilities; girls' SELF-IMAGE is increased. Finally, the integration of Women's History into the classroom increases girls' aspirations to be more in keeping with economic REALITIES.

We must enlarge our concept of history. The inclusion of Women's History into history curriculum REVITALIZES a subject for both boys and girls. History should give each student a SENSE OF their PLACE, and their family's place, in the course of history. By bringing Women's History into the history classroom students are told how all citizens of the U.S. have shaped our country with

WHY CELEBRATE WOMEN'S HISTORY MONTH? (continued)

their lives. SOCIAL/CULTURAL HISTORY are given prominence along with political, military, religious, and economic history. The integration of Women's History gives a more ACCURATE picture of the history of our country.

A QUOTABLE RATIONALE FOR PROMOTING NATIONAL WOMEN'S HISTORY WEEK
IN OUR SCHOOLS

from the NATIONAL WOMEN'S HISTORY PROJECT

The spirit of Title IX notwithstanding, elementary and secondary school curricula continue to lag behind the reality of women's roles in the United States. Stereotypes are perpetuated which fail to appropriately prepare young women for their adult life choices. Today ninety-percent of American females must anticipate employment outside their homes for some period in their adult lives. According to the Department of Labor, two-thirds of these women will work fulltime for up to thirty-five years. The career aspirations of female children, however, are not keeping pace with economic realities they will face as adults (Math Science Network, 1979). Role models and behavior patterns suggested by the great majority of female images in standard classroom materials do not reflect the reality of our nation's changing society, yet have a tremendous impact on the images that students carry of themselves, each other, and the choices they make in the world. When role models do not reflect the realties of a changing society, all of society suffers. Women working for pay outside their homes are considered to be in new economic situations by many, and situations which most young women do not believe will be their own futures. The Cinderella story is still very much alive and is still very appealing. But by examining how the roles of women and men have changed throughout history, our students can begin to comprehend the personal and social changes that are now occuring in our advanced technological society. By looking at why and how tasks for women and men were assigned in the past, and by examining how decisions were made by societies in the past, students can become far better equipped to make effective decisions in their own futures.

Any program which speaks to the position of juvenile females in present day American society must have as its ultimate goal the full equality of both sexes. A society which allows all children to realize their fullest potentials can be the end result of a truly equitable educational system. But this equity cannot be achieved until equality is expected, until quality education provides students with realistic information, role models, skills and resources that encourage them to be successful citizens in our representative government. Most importantly, all students need to see themselves as individually capable and able to give support and encouragement to others. These are formidable, necessary tasks in a society as diverse as ours in the United States.

A balanced inclusion of young girls in the activities of their schools often receives the active attention of administrators and teachers as required by Title IX. These same professionals, however, too often lack the information, training, or awareness to recognize the equally damaging effect of excluding women from the curricula of the schools' daily lesson plans and study units. Since the public schools of this nation are important transmitters of the culture's beliefs and values, it is imperative that the representation of women in all aspects of the curriculum be historically accurate and presented realistically. Only then will students' expectations, female and male, match the actualities of the world which awaits them as adults. The proposers see the schools as obvious and critical settings through which to bring the representation of the women more into line with reality through the use of women's studies curricula in the various subject areas. Schools' lack of suitable materials and teachers' lack of awareness and information about the roles of women in the development of United States society continue to function as persistent barriers to affecting this type of equity in education.

A QUOTABLE RATIONALE (continued)

Through the celebration of National Women's History Week (NWHW) and the ready acceptance of it by many state departments of education, school districts and individual teachers, the barrier of initial resistance has begun to diminish. NWHW has proven to be an appropriate vehicle for achieving equity through advocacy. The concept has been successful and educators have seen the positive results in their classrooms from this week. Attitudes and interests in history and social studies classes have changed as the fields have expanded. For, after all, the story of America's past is as rich and diverse as the people who created it. Most of the U.S. history presently taught in classrooms is "headline history," stories about battles, treaties, and the long list of our famous forefathers. Consequently, children learn about distinguished generals and presidents, but little or nothing about America's equally distinguished women whose primary work was accomplished outside military, political, and economic leadership circles. While some publishers are attempting to include women previously left out of the history textbooks, the changes to date are not very impressive.

This situation is unfortunate, and it must be changed. An expanded view of U.S. history, one which lauds our women heroes as well as our men, will provide female students the opportunities to find themselves in the continuum of history and to envision what they might become by learning of what other women have been. Our young girls of the 1980's desperately need such opportunities.

For the schools and school districts that have adopted NWHW into their school calendars, educators and administrators continuously report on the positive results that impact not only the students and their schools, but also their communities. Elementary students who write essays on their mother's or grandmother's history begin to look at the women in their lives through new lenses. Those who write about the history of women in their community in general perceive these communities with new vision. The result in each case is a renewed sense of pride in self, female relatives, and the women of the community in which the students live. Student reactions to women's history units are as varied as the students themselves, as demonstrated by these quotes:

> "Why, I found out that my great-grandmother came to California by boat. I just never thought about my family having anything to do with history."
>
> Jane Whittle, Bell Gardens, CA

> "Did you know that there was probably just one Chinese woman here in 1849 and she lived in San Francisco. This is interesting because I am Asian and because Asian women, Japanese and Chinese, usually were not allowed to come here. And I wonder how she did it."
>
> Frank Wu Parker, Los Angeles, CA

Programs generated for National Women's History Week can serve as the necessary catalysts for the inclusion of women's studies throughout the entire school year. They are just the beginning step. The stories that women of all cultures have already created are available to us now....a major teaching and learning tool that is just waiting to be tapped.

State of Washington
STATE BOARD OF EDUCATION
Olympia, Washington

## POLICY RELATING TO EQUAL EDUCATIONAL OPPORTUNITY

Adopted by the State Board of Education
May 14, 1976

The State Board of Education is committed to a policy of no sex bias in public education so that each individual is free to develop interests, abilities and talents without restrictions based upon sex stereotyping.

The State Board of Education adopted the following goals to achieve equal opportunities for all:

Increase awareness of sex bias problems in schools.

Identification and correction of specific problems or problem areas where sex bias exists or potentially exists. A generalized recognition or vague awareness of problems is not sufficient to meet both the need for voluntary compliance and for positive and active movements toward non-discrimination.

Plan, develop and initiate positive and constructive programs for eliminating sex bias.

Involve and encourage commitment of staff, students and school communities in the challenging task of eliminating sex bias.

Develop district frameworks insuring that policies, procedures and practices related to sex bias are consistent with federal and state statutes.

Involve federal, state and local public and private agencies and organizations in developing a local environment supportive of eliminating discrimination.

To achieve these goals recommended activities include:

Development of professional training programs for educational personnel of local and educational service districts which will increase the educators' awareness of specific sex bias problems in public education and stress the important role of the educator in eliminating sex stereotyping.

Work with institutions of higher education in reviewing pre-service teacher education programs and, as appropriate, provide experiences which identify and strengthen the roles of educational personnel in the development of positive and constructive programs providing equal opportunity for all.

Develop and utilize materials which objectively present the concerns and build upon the contributions, current and historical, of both sexes. It is recognized that under certain conditions biased materials may represent appropriate resources in presenting contrasting and differing points of view. Instructional materials shall provide models which may be used as vehicles for the development of self-respect based on respect for the worth, dignity and personal values of every individual.



WASHINGTON STATE BOARD OF EDUCATION
Old Capitol Building, FG-11 Olympia, WA 98504 (206) 753-6715

CHRONOLOGY OF SEX EQUITY IN EDUCATION PROGRAM ACTIVITIES

IN WASHINGTON STATE

1973 Task force on women and girls in education in Washington State
program specialist position established: Equal Education
Opportunities Section

1975 House Bill 413 passed: "Washington's TITLE IX"

1976 Chapter 28A. 85 RCW: Washington's anti-sex discrimination
regulations WAC 392-190-005 through WAC 392-200-020

State Board of Education Policy: Equal Educational Opportunity
prohibits sex discrimination

Project Awareness: a state training for Title IX implementation

1977 Public information to all community groups

Personnel Inventory: Women In Administration

1978 Ongoing technical assistance in sex equity affirmative action state
survey/conference, WIAA recommendations for revision of regulations

1979 Legislative Mandate: "To implement the provisions of Chapter 28A.85
RCW" House Bill 516

1980 Monitoring Guide: Chapter 28A.85 RCW
On-site reviews: program implementation of Chapter 28A.85
Appointment of State Education agency WIAA Representative State Board
of Education reaffirms 1976 policy

1981 School district's Chapter 28A.85 RCW Assurances/Program plans ongoing
on-site reviews of program implementation

1982 District Building Teams: Sex Equity in Education
Institutional Change Model
Staff development: Infusion across curriculum programs
Mathematics Equity
Multicultural Education

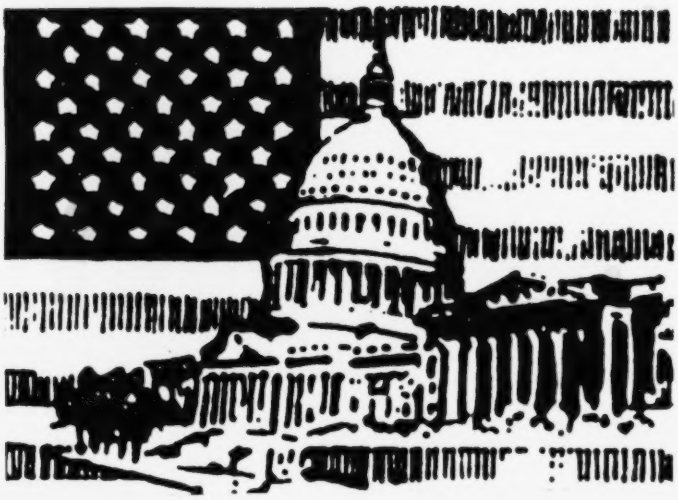
1983 Excellence and Equity: District Building Teams
Multicultural/Sex Equity Education
Mathematics/Science/Equity Education

1984 Equity District Teams
Equity Network GESA Staff Development
1st Annual Student Equity Conference

1985 Local Building/District Equity Teams
On-site reviews: program implementation of Title IX/Chapter 28A.85
Co-Instructional Physical Education
SEA Educational Equity Staff Development
Student Vocational Equity Local Action plans

CHRONOLOGY OF SEX EQUITY IN EDUCATION PROGRAM ACTIVITIES IN WASHINGTON STATE
(continued)

1986 Team-Building: Strategic planning for equity building teams
Curriculum Infusion
On-site Reviews: Building and district implementation of Chapter 28A.85 RCW



## WOMEN'S RIGHTS IN WASHINGTON STATE

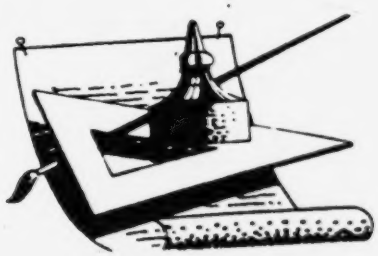
During the 1880's, many western states and territories began to debate the question of whether to allow women to participate in the same political rights as men. Women of Washington Territory were granted these privileges by law in 1883, but four years later the Territorial Supreme Court ruled that it was unconstitutional for women to vote, hold public office, or service on juries.

Suffrage was one of the most intensely debated subjects of the Constitutional Convention of 1889. There were many petitions in favor of women's suffrage. However, the efforts by women to participate in government were delayed for years to come.

During the progressive turn of the century there was a change in support for the suffrage movement and voting in general. Then in 1908, Marion Hay assumed the Office of the Governor of Washington State. He worked closely with the Washington Equal Suffrage Association to secure more rights for women. The state Legislature proposed a constitutional amendment in 1909 that would allow women to vote. Intense campaigning led to the amendment's approval in the general election of November 1910. Women in most other states had to wait until 1920 to vote.

Governor Hay received a lot of criticism for his support of equal rights. His successor, Ernest Lister, was also a supporter of women's rights. He worked with Abigail Scott Dunaway of Oregon and Emma Smith Devoe of Washington on the national campaign to make equal rights a Constitutional Amendment. And as we know, the 19th Amendment was ratified by Congress in 1920.

Today women are a major political force in Washington State politics. Currently, women hold 34% of the seats in the state Legislature (28 of 98 seats in the House of Representatives and 9 of 49 seats in the Senate). Senator Jeannette Hayner, R-Walla Walla, serves as the current Senate majority leader. The number of women representatives and senators in Washington State is topped only by New Hampshire, Colorado and Maine.



FURTHER INFORMATION:
BETTE MORGAN, (707) 526-5974

"RECLAIMING THE PAST, REWRITING THE FUTURE'

--NATIONAL WOMEN'S HISTORY MONTH 1988--

National Women's History Month, one of the nation's newest and most exciting focal celebrations, will be observed in thousands of communities and classrooms this March with the theme, "Reclaiming the Past, Rewriting the Future." For the past 10 years city councils, state governors and the Congress of the United States have joined local school districts in proclaiming March as National Women's History Month.

"Just a decade ago, the idea of women's history was virtually unknown in most schools," said Mary Ruthsdotter, co-founder of the National Women's History Project, the organization which originated and promotes National Women's History Month. "When we first went to our school board in 1977 with the idea for a Women's History Week, they thought it was a good idea, but asked if there was really enough to say to fill a whole week." The re-emergence of interest in women's history has proven that there is, in fact, a wealth of history ready to be re-discovered. Multi-cultural women's history expands the traditional focus of attention. It includes the outstanding individuals and events which have contributed greatly to the development of this nation. It also includes the information that has been handed down from our own grandmothers and great-grandmothers about the daily lives of women and their families as they lived through the various periods of American history.

National Women's History Month had its roots in the efforts to "Reclaim the Past," as a means of "Rewriting the Future." A decade ago most school children would have told you that women had never been scientists, artists, musicians, athletes, business operators, or successfully involved in politics or community affairs. Today, children of all ages are much more aware of the many contributions women have made to the development of this nation throughout its history. Consequently, children of the eighties, both girls and boys, perceive a much wider range of possibilities open to them as adults. Those possibilities are based more than ever on individual talents and preferences, rather than rigid, gender-typical choices.

The efforts of educators and historians throughout the country to "Reclaim the Past," will have an impact on us all. Every field of endeavor--arts, sciences, business, athletics, technology, politics, and community involvement--will expand and grow as males and females of the next generation apply their multiple skills and talents to "Rewrite the Future." A plethora of wonderful materials are available at the National Women's History Project to support multi-cultural women's history programs. Send $1 for their catalog to PO Box 3716, Santa Rosa, CA 95402, or call (707) 526-5974. (A non-profit educational corporation)

# WOMEN IN HISTORY WEEK

# MARCH

# 6-12, 1988

# 5-11, 1989

# 4-10, 1990

# SUGGESTED ACTIVITIES

## HIGH SCHOOL LEARNING ACTIVITIES (SUGGESTED)

1. Have students use current trends or changes as their sources of information, create alternative future for their lives in such areas as the workplace, jobs, transportation, medicine, communications, education, and government. Students will then make tentative conclusions about how the quality of their lives may change.

2. Have students select a period in which this nation experienced considerable social upheaval, e.g., the Great Depression, racial unrest of the 1950s and 1960s, and identify specific social changes that resulted from those periods.

3. Have students use an example of citizen activism to demonstrate how individuals and/or groups can initiate change. Examples of this may be Ralph Nader RE: consumer protection; the Gablers RE: textbooks in Texas; Lake Washington residents RE: cleaning up Lake Washington; Judge Boldt RE: Indian fishing rights.

4. Students can examine and analyze the effect of the changing status of women in our society. This change has implications for business--hiring procedures; family life--working mothers; politics--increased female representation; law--comparable worth.

5. Analyze burial locations in a pioneer cemetery for patterns of ethnic groupings, lifespan, infant mortality, and periods of epidemics.

## SUGGESTED FEATURED ACTIVITY

Students can write a 20th Century family history and relate it to a timeline of United States history, tracing the movement of their families on a map and highlighting the changes/events that precipitated the moves and vice versa. One goal of this activity is to help students realize that individual families must respond to a variety of changes in order to survive.

## SUGGESTED ACTIVITIES FOR GRADES 7-12

1. Oral Interviews: Brainstorm with your class to list questions they would like to ask an aunt, their mother, the woman that raised them, the oldest woman they know, or a woman at a local nursing home. Organize the questions into topics and develop a questionnaire. Guide the discussion toward including questions related to the impact of general historic events of the woman's life, family moves, expectations for males and females, and attitudes about women's public lives. Discuss oral history interviewing strategies and report preparations. (Tape-recording works wonderfully!) Using the finding, discuss the similarities and differences of the women's experiences in a debriefing period.

2. Sponsor a poster contest. Possible topics:

   A. Women: Then and Now
   B. Missing persons: show women from our past whose contributions are often overlooked in history.
   C. Slogans that promote social equity.

3. Examine textbooks for gender bias. Are women represented? In what ratio to men? Write to the publisher about the findings and recommend additional women for future additions. Be sure to enclose a copy of your chart used to gather the data.

4. Read biographies or general histories about women. Write a newspaper article report.

5. Use popular slogans to promote classroom discussions or themes for papers. "Failure is Impossible", "$.59", "Write Women Back into History", "Every Mother is a Working Mother", "The Best Man for the Job is a Woman", "Sisterhood is Powerful", "Woman's Work", and "A Woman's Place is in the House...and Senate".

6. Invite a woman working in a nontraditional job to share her experiences with your class. Prepare interview questions in advance.

7. Start a collection of pictures and articles from magazines, newspapers, and advertisements depicting women in traditional and non-traditional activities. You can use these for future writing topics, to talk about the use of sex in advertising, or to compare real women with those in the media.

8. Do research and then write a report about the men in the women's rights movement of the 19th century: Frederick Douglass, William Lloyd Garrison, Theodore Weld, and James Mott. What did they contribute? What did they gain from the women's movement? Who are the men active in the women's rights movement of today? What are they doing?

9. During the time of Susan B. Anthony and Elizabeth Cady Stanton's lives, they could not vote or hold office. Find out when and where the first woman ran for public office. Who coined the phrase, "A Woman's Place is in the House...and in the Senate"? How many women have been elected to Congress? To the office of Governor? Who are the women in office today?

10. Role-playing or Re-creations of History:

A. Susan B. Anthony
B. Seneca Falls Convention, 1848
C. A day in the life of a woman (past, present, or future)

11. Report on the lives of Indian women of a local tribe.

12. Women today are not so concerned with the right to vote as with other problems. What are the specific problems of Black, White, Asian, Hispanic, Handicapped, and Native American women today? Use survey techniques, interviews, or recent periodicals for resource materials.

13. Many women of the 19th Century were unhappy with the clothes they were required to wear. How did their clothes affect their health and politics? How do your clothes reflect your lifestyle?

14. The Women's Movement is very broad. What are some of the differences of opinion within the movement? What are the opinions of the movement within your community?

15. Using the opaque projector, make life-sized posters of notable women. Include a short biographical sketch on the important contributions of her life. Hang the women in the school halls to promote awareness of Women in History and self-esteem among all students. Research teams of two or three students should work together on gathering materials. After they have placed the women around the school they will be available to answer any questions about the woman's life or popular views of the woman's era. Their responses should be as realistic as possible. (see page 20 )

16. Use the daily bulletin to promote Women in History. Ask questions on notable women and at the week or month's end hold a quiz on the women that were mentioned. An appropriate prize should be rewarded.

17. Visitors from the past: teacher role-play as a notable woman in history. Students will interview the woman for historical information and anything about her life.

18. Show the movie "One fine Day" or the "Sewing Woman" to your staff. These films are short and very inspiring.

19. Going for the Gold! Look on the sports page for information about women in sports. Why, prior to 1960, were woman not often active in sports? What ideas about women kept them from being active? Talk about famous women athletes: Mary Decker, Babe Didrickson Zaharias, Billie Jean King, Peggy Fleming, Kitty O'Neill and Wilma Rudolph.

20. Identify community resource women. Compile a list of diverse women who are willing to come share in the classroom. They can discuss the past or present; about their work; their families; or what woman has most inspired them to succeed.

21. Meet the Press Panel. Simulate "Meet the Press" with a cast of five women, an announcer, and three to five reporters. Reporters should write down their interview questions in advance. The five women will gather historical background information so that they can act as realistic as possible as the woman they are portraying. (Students should watch "Meet the Press" or a similar program to gain understanding of the format and questioning procedure for their panel.)

22. Have your school photo club or interested students take slide pictures of current women in history. They should include teachers, parents, students, and local community members at work. The goal is to promote a wide variety of possibilities that a woman can move history. Set the slide show to music!

23. Plan an essay competition.

24. Make book marks that say "Write Women Back Into History." This stamp is available from the National Women's History Project, P.O. Box 3716, Santa Rosa, CA 95402 (707) 526-5974. Distribute to all the social studies classes.

25. Ask local libraries to put up displays about women and women writers.

26. Contact your superintendent of schools or school principal to make sure that March is designated for special women's history programs. Make sure that the local media know about the significance of the month.

REMEMBER: Record your efforts and share your ideas with others.

IDEAS IDEAS IDEAS IDEAS IDEAS IDEAS IDEAS IDEAS IDEAS IDEAS

Compile a list of women administrators in the school district.

Find out if there are any women on the city council.

Make a list of women's clubs. Describe their goals and ideals.

Make a list of any jobs that students feel are unusual for a woman to have. Ask the students to list jobs they know of or have seen women doing.

24 hour and 1 minute report (10 minutes a day)

Library search of women included in your library resources. Be sure to have students team with another student to do this assignment. One skims the book shelf while the other does the recording. They are looking for books that depict women in stereotypes, unusual circumstances, and unique stories. Special attention can be given to book covers, women of color or handicap, and biographies. After the library area has been covered, the class can compile a list. At this point both the class and the teacher should be able to assess the needs of the library. This activity is great for creating more awareness about women in history. (Tally sheet: Call #, Title, Woman, Ethnicity/Notes.)

Discuss violence against women. Start the discussion off by placing the saying "Hit her, she's your equal." on the board.

## BIG WOMEN

Goal: To create life-sized posters that promote awareness and appreciation of women in history.

Materials: opaque projector(s) or overhead projectors (We have been successful borrowing them from other staff members for two days.)
overhead pens
pictures of women
36" by 6' white paper (to be trimmed down later)
colored pencils, ruler, black felt pen
stencils

Time: 4-6 class periods

Working in pairs students research a woman; the less famous the better for creating awareness. Students can honor women from their families, ethnic groups, or community. There should be an equal representation of class, culture, role, and status. A life-sized poster and paragraph summarizing the woman's main accomplishments/contributions will be the product of the activity.

Hang the women in your school hallways. (We suggest you first have them laminated so they last for years to come.) The posters will generate questions and discussions. The students who "produced" the women will be the in-house experts who can answer any questions directed toward their woman. Their answers should reflect the actual ideals of the woman.

Each following year we produce at least ten new life-sized posters for display. Hopefully we will soon have quite a hall of fame to display throughout the school during the month of March. Be sure to share these "Big Women" with your local elementary schools, libraries, and local school district office. They are a huge hit with everyone!

## TWENTY-FOUR HOUR AND ONE MINUTE REPORT

Have a list of thirty famous women to cut out and put in a box and let five students a day choose a woman. Then have twenty-four hours to come up with a one minute report on the person they choose. It does not matter where they obtain their information. In fact, students should be encouraged to use the radio, television, newspapers, and people for sources.

Students will return to class the next day to go to the blackboard and write a simple sentence stating the reason their woman is so important. The class listens to the report and copies the sentence down in their Famous Women Note Section.

This will take about 10-15 minutes each day. After the thirty reports the teacher supplies each class member with a sheet listing the famous women. They are asked to write an explanation why these women are important and famous. (Yippee skippee, another test grade!)

If you like the project and it works well, then we suggest another list of thirty women be researched. We supply plenty of information elsewhere in this booklet to help you get started. Look on the next page. Get your scissors and give it a go.

WOMEN IN "HERSTORY"

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| ANGELINA AND SARAH GRIMKE | LUCRETIA MOTT | SOJOURNER TRUTH | LUCY STONE | HARRIET TUBMAN |
| ELIZABETH CADY STANTON | SUSAN B. ANTHONY | ANNE HUTCHINSON | ABIGAIL ADAMS | DOLLY MADISON |
| SACAJAWEA | HARRIET BEECHER STOWE | AMELIA BLOOMER | CLARA BARTON | LOUISA MAY ALCOTT |
| LILIUOKALANI | CARRY NATION | JANE ADDAMS | JULIETTE GORDON LOWE | HELEN KELLER ANNE SULLIVAN |
| ELEANOR ROOSEVELT | PEARL S. BUCK | AMELIA EARHART | POCAHONTAS | MARIE CURIE |
| WILLA CATHER | MARIAN ANDERSON | GEORGIA O'KEEFE | EMMA GOLDMAN | EMILY DICKINSON |

THIRTY WOMEN OF TODAY

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| SALLY RIDE | BILLIE JEAN KING | SARAH CALDWELL | LILY TOMLIN | JANE FONDA |
| DOLLY PARTON | GLORIA STEINEM | SHIRLEY CHISHOLM | JOAN BENOIT | MARTINA NAVRATILOVA |
| BELLA ABZUG | GERALDINE FERRARO | LORETTA LYNN | SANDRA DAY O'CONNOR | BEVERLY SILLS |
| BARBRA STREISAND | DIANE SAWYER | PAT SCHROEDER | CONNIE CHUNG | ELIZABETH DOLE |
| RAISA GORBACHEV | WILMA MANKILLER | MEG GREENFIELD | LIZ CLAIBORNE | NANCY REAGAN |
| OPRAH WINFREY | GLORIA VANDERBILT | NANCY KASSENBAUM | BETTY FORD | SHIRLEY McLAINE |

THIRTY WASHINGTON WOMEN ( FILL IN THE BLANKS WITH WOMEN FROM YOUR AREA)

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| MOTHER JOSEPH | EMMA SMITH DEVOE | ANNA LOUISE STRONG | BERTHA LANDES | NELLIE CORNISH |
| PEARL WANAMAKER | THEA FOSS | FAY FULLER | BEATRICE FIRMINGHAM | DELORES SIBONGA |
| RUBY CHOW | RAMONA BENNET | PRINCESS ANGELINE | MARY DENNY | DIXIE LEE RAY |
| LOUISA BOREN | JEAN ENERSON | NARCISSA WHITMAN | ELIZA JANE MEEKER | THE MERCER WOMEN |
| DOROTHY BULLIT | | | | |
| | | | | |

## GATHERING INFORMATION IN THE LIBRARY

Recent studies have shown that we, educators, teach students to gather information from books and encyclopedias. There are vast amounts of primary sources available that the teacher of women's studies should include. The value of television, radio, newspapers, billboards, and people should not be overlooked. Either by a formal interview or a casual conversation, students can learn valuable information from the people around them. Research can be less painful for both the student and the teacher if we use all of the available sources.

Isn't it nice to be able to find what you are looking for in the library. Too often students are unaware of the contents of their school library. The goal of this simple assignment is to increase/create awareness of the contributions of women of all cultures as represented in your school library.

The students, using a tally sheet similar to the one below, survey the library for books depicting women on the cover, as author, or in the story. Keep in mind the role of the woman, how she is characterized, stereotypes, ethnicity, economic status, and contributions. We suggest that students work in partners, with one tallying while the other does the "shelf-reading." Upon conclusion of the assignment the class can then combine their information to make some generalizations.

This is a good introductory assignment for a discussion on sexism. It allows students to be absorbed, hands on, in the search for equality in their library materials. The same type of survey can be used for your text. Each student gains awareness of women in history and exposure to many great books to read.

This assignment might springboard you into a discussion of women's roles as portrayed by the media. You might find this survey suggests that your library could use some supplemental resources on women in history.

| CALL # | WOMAN'S NAME | ETHNICITY | ROLE |
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| | | | |

## PROMINENT WOMAN ESSAY: USING A FACT SHEET

After the student has been given a fact sheet (see example about Eileen B. Kalles) listing the contributions of a prominent woman, they are to write an essay describing the accomplishments of her life. An essay contest throughout the social studies classes can easily be organized. Individual social studies teachers pick the best essay from each of their classes and submits them to the journalism teacher who will decide which is the best one. The winning essay can then be printed in the March edition of the school's papers. If there is room, perhaps all the finalists' essays could be published. (BE SURE TO TELL YOUR SCHOOL NEWSPAPER ADVISOR THAT MARCH IS WOMEN'S HISTORY MONTH!)

We suggest that you focus on a locally known or state known woman. Our sample fact sheet is based on Eileen B. Kalles, the namesake of our school. Other possiblities may be found throughout this booklet. (ARE YOU STILL READING? IF YOU ARE, GIVE YOURSELF A PAT ON THE BACK FROM US.) You can make up your own list of women and fact sheets from women in your area.

In junior high, we recommend that the fact sheet accompany the assignment. High school students, with more highly developed research skills, can use different information sources. Also, they can write their own facts sheets, take notecards and formulate an essay.

FACT SHEET: EILEEN B. KALLES

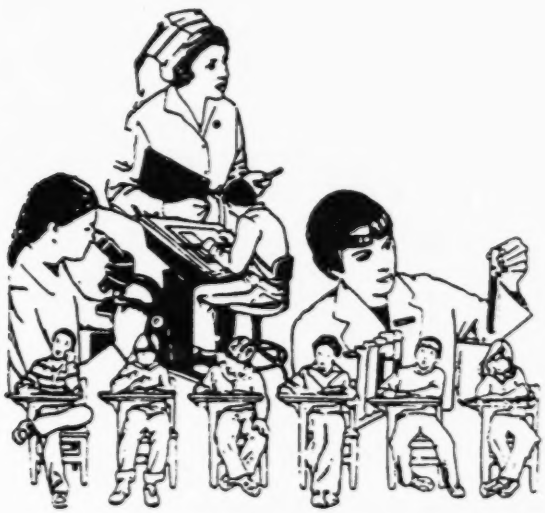
1. 1970, our school's name was changed from East Junior High to Eileen B. Kalles Junior High.
2. Mrs. Kalles died on January 5, 1982 at the age of 66.
3. She was born in Auburn, Oregon.
4. She lived in Puyallup for 49 years.
5. She attended college for the first time at the age of 54.
6. She served on the board of directors for the Puyallup YMCA.
7. She helped start the junior high system in Puyallup.
8. She did not attend college at the usual age.
9. In 1967 she helped establish Green River Community College.
10. In 1968 she won the outstanding Community College Student Award.
11. Member of the Ezra Meeker Historical Society, Dr. C. Aylen Orthopedic Guild, and was a Campfire leader.
12. Active PTSA member, 1942-52.
13. Puyallup School Board member, 1952-1967.
14. State Board of Education, 1962-1980.
15. 1977, received the Tacoma Rotary Outstanding Citizen Award.
16. President of Washington State School Directors' Association, 1960-1961.
17. First woman President of the Puyallup School Board.
18. Helped estabish the Kindergarten program in Puyallup.
19. During her later life she visited many of the area schools.
20. She was delighted to be honored by teachers and students when she visited their school.

## SIX QUESTIONS ABOUT WOMEN

1. Where and who are the missing women?
2. What did they contribute to American history?
3. What did women do while the men were doing what the textbooks tell us was important?
4. How did some women live? What did they do?
5. What have women contributed to abolition, to reform, to the progressive movement, and to the labor movement?
6. How did women define the issue?

The above six questions are asked in the book Teaching History by Gerda Lerner published by the American Historical Association, 1981, 400 A Street S.E., Washington D.C. 20003.

These questions can generate discusions as well as themes for essay assignments.



## WOMEN AND THE WESTWARD MOVEMENT

This lesson gives students an opportunity to examine how women worked side by side with men during the movement west, to point out the hidden biases that often appear in instructional materials. Students are asked to learn about Black, Native American, and White women. In their focus on Native American women, students are asked to consider not just the perspective of the pioneers, but also that of the people whose land was being invaded by these pioneers. This plan also has students compare the role of women in 1850 with the role of women today, encouraging them to think about current examples of sexism. This lesson incorporates both individual and cooperative learning styles. The cooperative learning groups are sex integrated as the students examine the ideas, attitudes, and behaviors in instructional materials.

TIME: 5-7 days Grade: 8

OBJECTIVES:

1. Describe the important role women, White or of color, played in the movement west.
2. Analyze why many White and Black women wanted to move west and why many Native American women tried to resist that movement.
3. Describe and evaluate differences in life chances and opportunities for pioneer women and men.
4. Identify evidences of sexism during the westward movement and compare with today's examples.
5. Identify, analyze, and discuss differences in the culture and roles of pioneer women and Plains Indian women.

POSSIBLE PROCEDURE:

1. Discuss the life conditions and expectations for White and Black women in the U.S. during the time of the wagon trains' movement west.
2. Students read and examine textbook materials on westward movement. Ascertain how the textbook treats women; how much of the discussion is about the women's role in the westward movement? Are Black women included? Are Native American women discussed and described as resistors to the movement?
3. If the above women have been omitted or given little attention, encourage students to write a letter to the author and ask why this happened.
4. Organize students into sex-mixed groups. (COOPERATIVE LEARNING by Johnson and Johnson). Each group will research a topic related to women and the westward movement. (Why women

moved west; life and duties for men and women; family roles once they reached their destination).

5. Have the school librarian provide the students with a list of books about women and the westward movement. Suggested books include: WOMEN OF THE WEST (1973) by D. Levenson; CONVERSATIONS WITH PIONEER WOMEN (1981) by F. Watts. Have the librarian point the books out which include women of color--Native American and Black American women. Each member of the group reads one book and takes notes of the treatment of women of color and White women in the book. This information will help them in their group discussion on the treatment of women during the westward movement.

6. During class discussion have students compare gender prejudices during wagon train days and today. Remind them that gender prejudice is directed toward both sexes.

7. Have the students examine the customs, roles, and regulations of the school to see if any gender biases exist. Have some students write their findings up for a school newspaper article.

8. Have students watch an "oldie but goodie" western movie to see if and how women are portrayed.

EVALUATION:

1. All written reports.
2. Essay exam of the unit's main points.
3. Observation of students' attitudes and behavior toward sex bias.

## FILM ENDORSEMENTS

Please find the time to go through your Instructional Media Catalog and search out films about women. List them, order them and see what they have to offer. Find out where they fit in your curriculum. Look for these films under Equity Education, Language Arts, Social Studies, etc. If you discover a film that increases the awareness of women in history, tell others about it! (See the example below.) Send a copy of your endorsement of this film to a teacher in your subject area. If you do not want to spend that much time, ask your department head to circulate the information. Informed teachers must make that extra effort to get women's films and instructional materials into all teachers' hands. There is a wealth of material available as we indicate in the bibliography and resource section. But we need to search this new information out, analyze it, and really make a difference to the new generation; the generation that will "Write Women Back Into History!"

FILM ENDORSEMENT: SEWING WOMAN #122127 B/W 14 MIN.

This may be used in Washington State History Unit 7 in conjunction with pages 134-135. This is a universal story about one woman's determination to survive the transaction from an arranged marriage in Old China to working class comforts and culture in modern America. She shares her reflections and reveals inner strength which overcomes oppressive Chinese customs, U.S. immigration policies, family separation and conflict over the pressure to assimilate in the United States.

I use this excellent film. It opens the class up for a meaningful discussion and offers students a look at a different society and a different time. Please don't let this one "get away."

Sandra Bueler, Kalles Jr. High, 212

## FAMILY HISTORY CHART

In order to help the student become more familiar with the women in their family, we feel they should make every effort to fill in this family history chart.

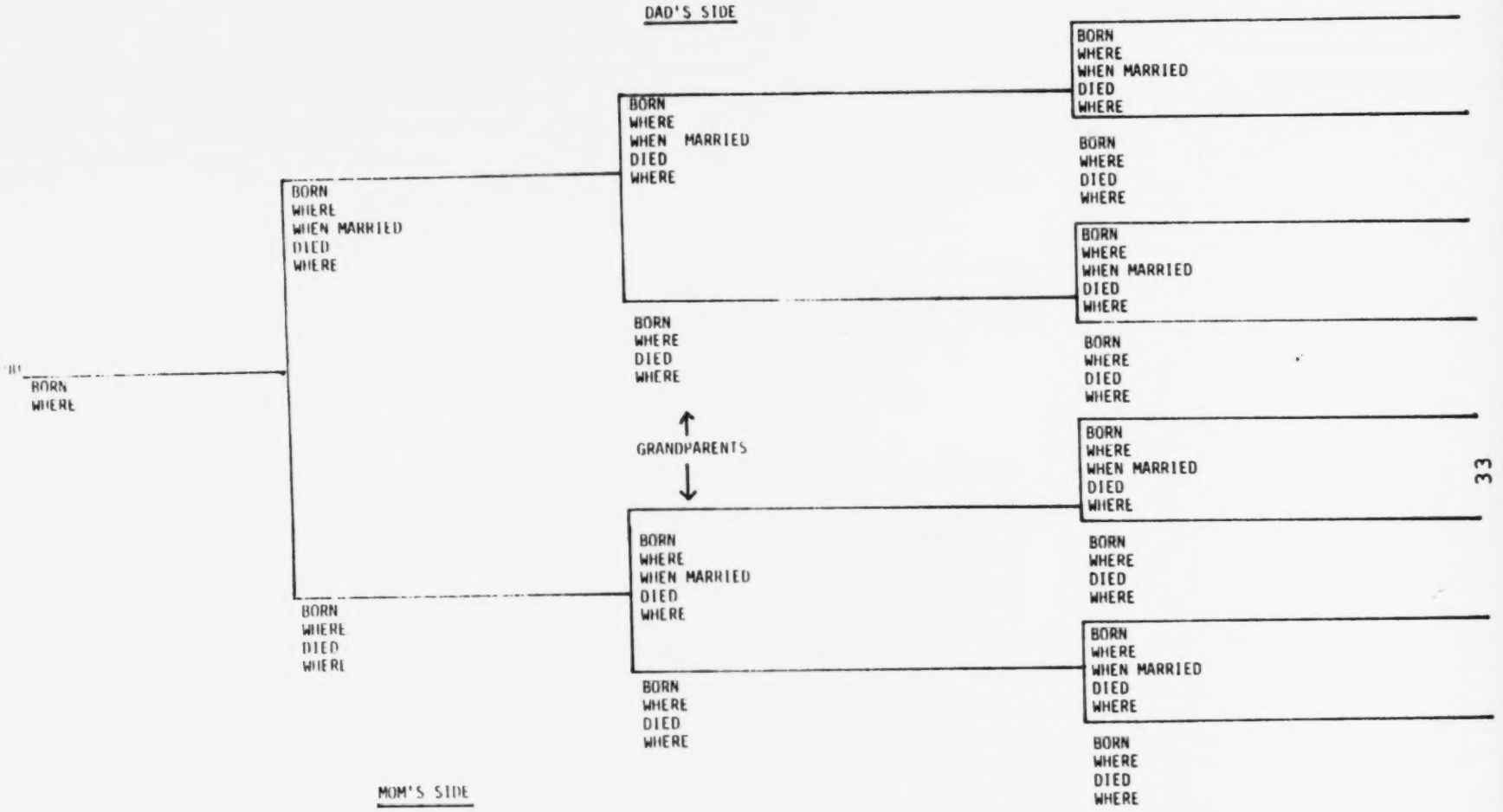
It has been our experience that the older members of the family are quite pleased and flattered that the student shows an interest in the family's history.

The use of this chart can help link the past to the present. Many times students learn about family origins, names, and reasons for settlement and become interested in their "roots." Family stories, reasons for immigration, marriages, criminals or the famous distant relative help the student to be closer to their ethnic and family background. Family pride can be renewed through the process of the search.

We make this assignment due after Spring Vacation, as many students travel to or see relatives during their vacation. Usually there is a relative somewhere that is the family biographer and has done some work with the family history charts.

Our instruction to the student is to,"Get out there and find out about yourself." Whatever they come up with through the process of their research is acceptable and wonderful. You, the teacher, and the student will be pleasantly surprised.

(See the following page for a suggested family history chart.)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MOM'S SIDE

Questions from Teaching Women's History by Gerda Lerner

Teaching Questions Designed to Bring Women into View:

1. Where and who are the missing women?

2. What did they contribute to American history?

3. What did women do while the men were doing what the textbook tells us was more important?

4. How did women live? What did they do?

5. What have women contributed to abolition, to reform, to the progressive movement, to the labor movement?

6. How did women define the issue?

7. How was it different for women?

8. What was the female experience?

9. How is gender defined in a given period?

10. Who defined women's sexual lives? Who controlled women's sexuality and how was it controlled?

11. How do the relations between the sexes affect the social and economic relations of the sexes in society?

12. What kind of paid work did women do in industrial society and what were their working conditions? What was the impact of industrialization on women?

13. What was the effect on women's labor force participation of their cultural indoctrination to homemaking and motherhood as their primary function?

14. What motivates women's decisions as workers?

15. What would history be like if it were seen through the eyes of women and ordered by values which they define?

16. How did women respond to their subordinate status and what were the consequences of these responses?

17. How did individual feminist consciousness develop into collective consciousness, and how was it manifested?

18. How did women see their world? How did they relate to other woman?

19. What has been the experience of women of different classes, races, and religious and ethnic groups in terms of the above questions? How can the differences and similarities be explained?

## MINORITY WOMEN AND EMPLOYMENT

Objective: Students will be able to explain how minority women suffer sexism and racism in employment.

TIME: 1 class period

PROCEDURE:

1. Ask your students to read, study, and think about the information from the U.S. Department of Labor Fact Sheets 85-6 and 85-11. (See Appendix I)

2. Class Discussion Questions:

   a. How do you account or the difference between the wages of Black men compared to those of Black women?

   b. What might explain the difference in White family incomes as compared to Black and Hispanic family incomes?

   c. Does poverty affect family stability among the Black and Hispanic peoples in America? How?

   d. How do you account for unemployment of minority women?

   e. What are the differences in the types of jobs held by Black and Hispanic women? What might explain this difference?

   f. What do you think minority women mean when they say that they are doubly oppressed?

3. Using the class discussion, students should be able to write an essay explaining some generalizations about racism and sexism among women in the work place.

4. Ask the students to brainstorm ways to overcome the employment disparities among minority women.

5. Discuss Affirmative Action laws. Have the class divide into two groups to debate Affirmative Action.

Using this same format, ask students to read over Earning Differences Between Women and Men Workers from the U.S. Department of Labor Fact Sheet 85-7. (See Appendix II)

After this exercise, ask the students to read the newspaper clipping on page 146 and discuss the 1988 figures as compared to the 1985 Fact Sheets.

## STATUS OF WOMEN IN EMPLOYMENT

This activity offers the students a chance to use their imaginations as well as learn about the status of working women.

1. Refer the students to Appendix III, Fact Sheet 85-1, TRENDS IN THE EMPLOYMENT STATUS OF WOMEN. Ask the students to read, study, and think about the information provided there.

2. Ask the students to work in groups and prepare a report on one of the data paragraphs on the fact sheet. Ask them to create an imaginary family that has the employment characteristics of the chosen paragraph or paragraphs.

3. Have the students write an imaginary Fact Sheet for the years 1876 to 1885 using the 1985 Fact Sheet as a model. They may have to do some historical research on this project. Be sure to make them understand there will be no 1885 Fact Sheet available. They will have to use their imagination. Encourage them to have fun with this one!!!

## WOMEN STILL SUFFER FROM INSTITUTIONAL SEXISM

OBJECTIVE: Students will be able to explain ways in which institutional sexism is still practiced in schools and businesses.

TIME: 2 class periods

PROCEDURE:

1. Review student-developed definition of institutional sexism. Brainstorm on ways in which institutional sexism might be in existence at their schools and in businesses.

2. Assign four students to dramatize "The School Interview."

3. Lead a discussion based on the questions which follow the interview.

4. Assign four students to read and dramatize "The Teaching Job," and the "The School Team." (Assign one boy and one girl for each.) Have students make up their own dialogue and present the skit to the class.

5. Discuss the questions after each dramatization.

6. Assign three students, two boys and one girl, and follow the same procedure for "The Job."

7. Assign students to work in groups and make up other interviews or plays which demonstrate sexist practices in schools or in businesses.

This lesson is based on Implementing Title IX: A Sample Workshop by Shirley McCune and Martha Matthews. The Resource Center on Sex Bias in Education, Washington, D.C.

## THE SCHOOL INTERVIEW

Harold and Maude Mitchum are married and have two children. They have just moved to Westhill. They are both seeking teaching jobs. Maude and Harold were given an interview on the same day by the same person, Mr. Drake.

Mr. Drake: Well, Maude, I see that you are applying for one of our teaching positions.

Maude Mitchum: Yes I am, Sir. I feel that I am well qualified for the job.

Drake: I see that you are married, does your husband plan to live in the area?

Maude: Yes, we plan on buying a home nearby.

Drake: Do you have any children?

Maude: Yes, we have two young girls.

Drake: Well, who will take care of your girls while you are at work?

Maude: I will be making arrangements for a babysitter or my mother could take care of them.

Drake: Well, thank you Maude. I will get back to you. It's been nice to have met you.

(Maude Mitchum leaves and Harold Mitchum enters. Mr. Drake looks at his application for awhile.)

Mr. Drake: Well, Mr. Mitchum, I see that you are applying for a teaching job. And I also see you're studying for your administration degree.

Harold: Yes I am. I'm attending night school for some extra course work.

Drake: How long do you intend to teach before you try to become a principal?

Harold: Well, I figure that I'll teach for another two years.

## WOMEN STILL SUFFER FROM INSTITUTIONAL SEXISM:

## THE SCHOOL INTERVIEW (continued)

Drake: We're in need of some after-school coaches for our school teams; would you be interested in coaching so you could pick up some extra money in addition to your teaching salary?

Harold: Sure...

QUESTIONS

1. Why do think Mr. Drake asked MS. Mitchum if her husband plans to live in the area?

2. Why do you think Mr. Drake asked MS. Mitchum who would take care of her children while she worked? Why didn't he ask Mr. Mitchum that question?

3. Why did Mr. Drake ask Mr. Mitchum how long he planned to teach before trying to become a principal? Why didn't he ask MS. Mitchum that question?

4. Why did Mr. Drake offer Mr. Mitchum an after-school coaching job? Why didn't he offer that job to MS. Mitchum?

5. Why did Mr. Drake call MS. Mitchum by her first name?

6. How would you describe the attitudes and hiring practices of Mr. Drake?

7. Do you think that Mr. Drake's attitudes and practices are his own or those of the people who run the entire school system? Explain your answer.

"Hire him. He's got great legs."

## THE TEACHING JOB

MS. Black, an experienced history teacher, with an excellent record, applied for a teaching job at Whating High School. She received an interview with the principal of the high school. He told her that her record was excellent. The Principal, Mr. White, said he would be very happy to offer MS. Black a teaching position but that he was sorry there wasn't one available in just the history department. There was a job that combined the boys' football coaching position with the teaching of history. Because MS. Black had no experience as a boy's football coach, she was turned down for the job.

QUESTIONS:

1. Why wasn't MS. Black hired for the teaching position?

2. How would this school's hiring practice disqualify most women from the teaching position?

3. Why or why not, was the practice sexist?

4. How would you suggest MS. Black have "fought" this practice?

## THE JOB

Tom Scott and Anne Kennedy had been hired by the Golden Clothing Company. Their duties were to take telephone orders for clothes, pack the clothes, and make sure they were delivered. One day Tom and Anne were talking during lunch. Tom mentioned that he thought the seven dollars he received wasn't enough for him and his family to live on. Anne was stunned. She was paid only six dollars an hour for doing the same work.

Anne went to Mr. Golden to find out why she was not being paid the same wage as Tom. Anne entered the front office, stood in front of Mr. Golden's desk and asked "Why is Tom being paid $7.00 an hour while I am paid only $6.00 an hour?

Mr. Golden answered, "Tom is working as a manager trainee, you are a shop assistant."

QUESTIONS:

1. What were Anne's duties at Golden's company? Tom's duties?

2. Why do you think Anne and Tom had different job titles?

3. Describe your opinions on this business practice. (Explain)

## THE SCHOOL TEAM

Lisa is a senior at Dalles High School. She is an excellent track sprinter and can bench press 175 pounds. She is the only girl in a family of three older brothers. She has always had to hold her ground against them. She wanted to join the wrestling team. She spoke to the coach and mentioned her strength and quickness. The coach said although her abilities were very good, she could not turn out for the team. School policy would not permit her to try out. Dalles offers volleyball, basketball, gymnastics, track, and softball for girls and football, basketball, wrestling, track, and baseball for boys.

QUESTIONS:

1. What did the coach think of Lisa's qualifications?

2. In what way were the school rules sexist?

3. What would be your ruling on this case? Why?

SEX-ROLE STEREOTYPE TRAITS

| CHARACTERISTICS | MASCULINE TRAITS | FEMININE TRAITS |
|---|---|---|
| 1. Physical | Virile, athletic, strong, sloppy, brave | Weak, dainty, graceful, worry about appearance |
| 2. Functional | Breadwinner, provider | Domestic, maternal |
| 3. Sexual | Aggressive, experienced | Virginal, inexperienced, double standard |
| | Single status acceptable | Must be married, |
| | Male caught by spouse | catches spouse |
| | | Responsible for birth control |
| 4. Emotional | Unemotional, stoic | Emotional, romantic, |
| | doesn't cry | can cry, expressive |
| | | compassionate, nervous, insecure |
| 5. Intellectual | Logical, rational | Scatter-brained, shallow |
| | Objective, scientific | Inconsistent, intuitive |
| | Practical | Impractical |
| | Mechanical | Perceptive, sensitive |
| | Dogmatic | Idealistic, humanistic |
| 6. Interpersonal | Leader, dominating | Petty, coy, gossipy |
| | Disciplinarian | Dependent, overprotected |
| | Independent, free | Status conscious |
| | Demanding | Follower, submissive |
| 7. Other Personal | Aggressive | Modest, shy, sweet, |
| | Ambitious | Easily intimidated |
| | Success oriented | Patient |
| | Proud, confident | Affectionate, gentle |
| | Moral, trustworthy | Not aggressive, quiet |
| | Decisive | Tardy |
| | Competitive | Innocent |
| | Uninhibited | Noncompetitive |
| | Adventurous | |

Source: Janet Saltzman Chafetz, Masculine/Feminine or Human? (Itasca, IL: Peacock Publishers, 1974), p. 35.

## SEXISM AND LANGUAGE IN HISTORY

| | | | |
|---|---|---|---|
| 1. | mankind | womankind | humankind |
| 2. | history | herstory | ourstory |
| 3. | forefathers | foremothers | ancestors |
| 4. | manpower | womanpower | humanpower |
| 5. | freedman | freedwoman | freedperson |
| 6. | chairman | chairwoman | chairperson |
| 7. | brotherhoood | sisterhood | unity |
| 8. | frontiersman | frontierswoman | frontiersperson |
| 9. | pioneer men and their wives | pioneer women and their husbands | pioneer men and women |

## CHANGING THE DOOR CEREMONY

A man and a woman, strangers, approach a closed door. She gets to the door first waits. He opens the door for her. She says, "Thank you." and walks through the door as he follows.

This is what is known as the door ceremony. It is a traditional ceremony in our society, and is not meaningless. Opening a door for a woman makes a man the active participant, puts him in charge of the situation, lets him give a woman her unspoken desire. Having a door opened for her makes a woman the passive participant, makes her feel protected and deferred to. In a way, then, the door ceremony is a political ritual that affirms a male-dominant ideology.

The definitions involved in many everyday man-woman rituals, including the door ceremony, have begun to change in recent years, largely because of the women's movement. Laurel Richardson Walum (1974) has studied these changes and has classified people into five types on the basis of their door-opening behavior.

1. The Confused. "I approached a door ahead of a fellow and then with common courtesy, I held it open for him to go through. He bumped right into me even though he could see me. He looked awfully puzzled and it took him forever to get through."
2. The Tester. The Tester prefers to obey the standard rules if the other person will allow it. This man will open a door for a woman asking: "Are you a liberated woman? If not I'll hold this door open for you."
3. The Humanitarian. He is very sensitive and considerate. "A man shouldn't circle the car to open the door for a woman. I believe each sex should treat the other with mutual courtesy."
4. The Defender. This type wants nothing to do with changes.
5. The Rebel. He delights in the changes in the traditional rules. "So this Dude says to me, "Hey, let me help you with the door." And I say, "You ain't got nothin' to help me with." A male Rebel comments, "I don't open doors for women. I'm glad not to. I don't serve them just because they are women. If they had their heads screwed on right they wouldn't trade doing laundry for me lighting their cigarettes."

As these five types interact with one another, the door ceremony becomes more complex and less routine. Walum (1974) sees the humanitarian perspective winning over the traditional patriarchal one.

If the world were a global village of 100 people, 1/3 of them would be rich or of moderate income, 2/3 would be poor. Of the 100 residents, 47 would be unable to read, and only one would have a college education. About 35 would be suffering from hunger and malnutrition, at least 1/2 would be homeless or living in substandard housing. If the world were a global village of 100 people, six of them would be Americans. These six would have over 1/3 of the village's entire income, and the other 94 would subsist on the other 2/3. How could the wealthy six live "in peace"? with their neighbors? Surely they would be driven to arm themselves against the other 94--perhaps even to spend, as Americans do, about twice as much per person on military defense as the total income of two thirds of the villagers.

# Contest

THE NATIONAL WOMEN'S HALL OF FAME

and

THE SENECA FALLS ROTARY CLUB

ANNOUNCE THEIR

# 5th Annual Essay Contest

THE NATIONAL WOMEN'S HALL OF FAME

and

THE SENECA FALLS ROTARY CLUB

ANNOUNCE THEIR

# 4th Annual Poster Contest

THE NATIONAL WOMEN'S HALL OF FAME

SEND TO: National Women's Hall of Fame
P.O. Box 335
Seneca Falls, New York 13148

PRIZES: Winners will be notified by mail in May and recognized at a reception in June. The top three entrants will receive a Certificate of Achievement.

1st Prize: $100

IDENTIFICATION/MATCHING QUIZ WOMEN IN HISTORY

NAME:
CLASS:

Match these women with their major achievements.

1. Jane Addams
2. Clara Barton
3. Mary McLeod Bethune
4. Dorothea Dix
5. Helen Keller
6. Juliette Gordon Low
7. Margaret Sanger
8. Mother Elizabeth Seton
9. Sojourner Truth
10. Harriet Tubman
11. Abigail Adams
12. Susan B. Anthony
13. Carrie Chapman Catt
14. Alice Paul
15. Frances Perkins
16. Eleanor Roosevelt
17. Margaret Chase Smith
18. Elizabeth C. Stanton
19. "Babe" Didrikson Zaharias
20. Marian Anderson
21. Elizabeth Blackwell
22. Pearl S. Buck
23. Rachel Carson
24. Mary Cassatt
25. Emily Dickinson
26. Amelia Earhart
27. Alice Hamilton
28. Helen Hayes
29. Margaret Mead
30. Florence Sabin
31. Helen Taussig

_____ She educated people about birth control.
_____ She devoted her life to the establishment of better mental hospitals.
_____ She was an educator and founder of the Bethune-Cookman College for Black students.
_____ She founded the American Order of the Sisters of Charity and was declared a saint after her death.
_____ She founded Hull House in Chicago to help poor people.
_____ She was founder of the Girl Scouts of America.
_____ Although both blind and deaf, she graduated from Radcliffe, and became a famous writer and humanitarian.
_____ She was known as the "Angel of the Battlefield" and started the American Red Cross.
_____ She helped slaves escape from the South on the Underground Railroad.
_____ She was a preacher and a famous public speaker on emancipation and temperance.
_____ She was the founder of the League of Women Voters.
_____ She was the first woman to serve in the U.S. government at a cabinet level position as Secretary of Labor.
_____ She was a member of the House of Representatives and later became a U.S. Senator.
_____ She was successful in getting the 19th Amendment passed which gave women the right to vote.
_____ She was known as the "First Lady of the World" for her work in many areas of government and in the United Nations.
_____ She was an Olympic gold medalist and golf champion.
_____ She fought for women's rights and for suffrage and was arrested for voting in a presidential election.

_____ She organized the first Woman's Rights Convention in Seneca Falls, NY.
_____ She was wife of the second President of the United States.
_____ She was the first woman to become a doctor.
_____ She was famous for her paintings of motherhood.
_____ She was one of America's most famous poets.
_____ She was known as the "First Lady of the American stage."
_____ She was an anthropologist and writer of COMING OF AGE IN SAMOA.
_____ She was an aviationist and first woman to fly alone across the Atlantic.
_____ She was the first American woman to win a Nobel Prize for literature.
_____ She was a teacher of medicine and researcher who developed the test cure for tuberculosis.
_____ She was the first Black woman to sing with the Metropolitan Opera.
_____ She invented a surgical technique to help cure blue babies.
_____ She was an authority on the effect of poisonous fumes on factory workers and wrote a book entitled INDUSTRIAL POISONS.
_____ She was a scientist and author who wrote about the dangers of pesticides in her book entitled SILENT SPRING.

---

ANSWERS

7,4,3,8,1,6,5,2,10,9,13,15,17,14,16,19,12,18,11,21,24,

25,28,29,26,22,30,20,31,27,23.

---

From: THE FACES AND PHASES OF WOMEN. National Women's Hall of Fame. Seneca Falls, New York.

# WORD SEARCH

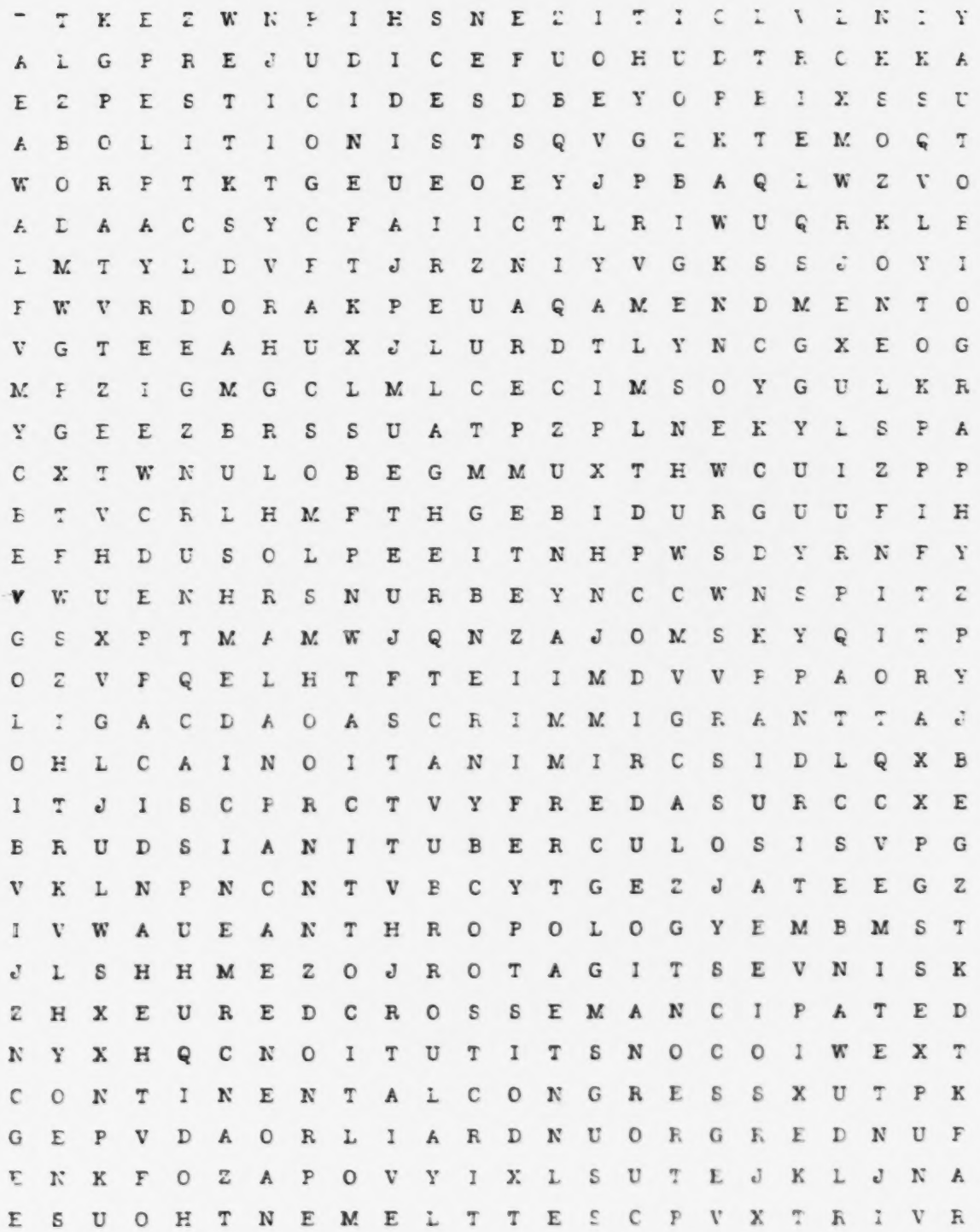
**DIRECTIONS:** Use the terms below to fill in the blanks. Refer to the glossary if you need to. Then, locate a many terms as you can on the Word Search.

1. In the 1800s _____ were people who fought to end all slavery.
2. A _____ worked hard to give women the right to vote.
3. Artists display their paintings in _____ and museums.
4. During the Depression _____ _____ was started to help people over 65 years old
5. The Constitution can only be changed by adding an _____.
6. Amelia Earhart was the first woman pilot to become famous in _____.
7. _____ are chemicals that kill insects on plants, but can also hurt people
8. A person who works hard to help others is known as a _____.
9. _____ is the study of the way people live in the past or present.
10. When a person or group is not given equal rights it is called _____
11. A woman must have American _____ to be honored by the National Women's Hall of Fame
12. Jane Addams started _____ _____ to help very poor people improve their lives
13. The laws of the United States are all based on the _____.
14. Elizabeth Blackwell was the first woman to be a doctor of _____.
15. Sojourner Truth won her freedom and was _____ from slavery.
16. Large masses of land are called _____.
17. A person studying about the human body is learning _____.
18. An _____ is the story of a person's life written by that person.
19. Helen Keller was _____ because she could not see or hear, but she was very successful.
20. A person who spreads their ideas or beliefs for reform is a _____.
21. A _____ works hard to change our laws and lives for the better.
22. Clara Barton founded the _____ _____ to help people who were hurt in disasters.
23. In 1776 the _____ _____ wrote the Declaration of Independence.
24. A person who studies to be an expert on several subjects is a _____.
25. A belief in limiting the use of liquor is called _____.
26. _____ is the feeling some people have against others who have different beliefs, race, or sex.
27. Harriet Tubman led slaves to freedom on the _____ _____
28. An _____ is someone who comes to live in America from another country.
29. Florence Sabin helped find a cure for the lung disease _____.
30. An _____ searches hard for facts on a certain subject.

**Terms for Word Search:**

abolitionists
amendment
anthropology
autobiography
aviation
biology
citizenship
constitution
Continental Congress
continents
crusader
discrimination
emancipated
galleries
handicapped
humanitarian
immigrant
investigator
medicine
pesticides
prejudice
Red Cross
reformer
scholar
settlement house
Social Security
suffragette
temperance
tuberculosis
underground railroad

# WORD SEARCH



**Terms for Word Search:**

National Women's Hall of Fame 1983

abolitionists
amendment
anthropology
autobiography
aviation
biology
citizenship
Continental Congress
continents
crusader
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settlement house
Social Security
suffragette
temperance
tuberculosis
underground railroad

# DAILY

# BULLETINS

SELECTED STUDENT REACTIONS TO THE WOMEN IN HISTORY UNIT

EIGHTH GRADE

This unit of study made me feel:

like a woman.

that male is very dominate but that females are still gaining rights and lessening discrimination.

ignorant.

I was very moved by the different women I "met." I felt uneasy too.

stupid because I don't let my sister do things because she is a girl.

proud of the women of America.

that women did a lot in history even if they haven't got a lot of credit for it.

like people really care.

proud to be a girl. It made me recognize how much women contribute to their country.

special because there are so many important women. I guess the world wouldn't be the world without us!

good because of all the good and famous women we have in America. It's not just men.

weird, a kind of awkward feeling.

like I should fight for all Women's Rights.

like I really have it a lot easier than my mom or grandma.

like we should thank all the women in history.

proud to be me!

proud to be a women, and I can grow up and make something of myself.

sad. I wish I knew more of the women in history. And I kind of felt sorry for the women back then too.

happy and prideful, but sad too.

that women can stand up for themselves, do anything, and not let others' criticism stop them.

ANNOUNCEMENTS FOR THE DAILY BULLETIN

Who was known as the "Angel of the Battlefield?" She also started the American Red Cross. (Clara Barton)

She believed education was equally important for males and females and urged her husband to include equality for women in the new laws for America. Wife of one president, mother of another. Our lady for today is . . . Abigail Adams.

It was only after her death that her great literary talent was recognized. She is one of America's most famous poets. She is. . . Emily Dickinson.

She was a preacher and a famous public speaker on emancipation and social reform. Born a slave, her name means to travel. She was Sojourner Truth.

Famous for her work to give women the right to vote, she also was a leader in trying to achieve world peace. Carrie Chapman Catt devoted her life to these causes.

Who helped slaves escape to the North by way of secret routes called the Underground Railroad? (Harriet Tubman)

She is known as the "first lady of the world" for her work in many areas of government and the United Nations. She is Eleanor Roosevelt.

She was an aviationist and first woman to fly across the Atlantic Ocean. (Amelia Earhart)

Juliette Gordon Low was the founder of the Girl Scouts of America.

She was successful in getting the 19th Amendment passed which gave women the right to vote (1920). (Alice Paul)

Today we honor Dorothea Dix who was a leading advocate for better treatment of the mentally ill. She said to the Massachusetts Legislature in 1843, "I come as the advocate of the helpless, forgotten, insane men and women held in cages, closets, stalls, pens, chained, naked, beaten with rods and lashed into obedience." Thank you Dorothea Dix.

In 1950 this woman was named Woman Athlete of the Half Century by the Associated Press. She paved the way for future women athletes. She proved women can be successful in the world of sports. (Babe Zaharias)

Margaret Sanger dedicated her life to fighting for family planning. She felt every child had a right to be loved and wanted. She fought for everyone's right to have information concerning birth control.

This author wrote of China. She lived there, taught school there and used her knowledge to write very successful novels. She won the Nobel prize for literature in 1938. Pearl S. Buck helped us to understand the people of China and Asia.

ANNOUNCEMENTS FOR THE DAILY BULLETIN

This woman is credited with starting the environmental movement. She was a scientist who learned of and wrote books about the dangers of using chemicals in nature. She made the world aware that the delicacy of nature must be protected. Thank you Rachel Carson - we honor you today!

This lady started Hull House in Chicago. Poor immigrants had a community house to go to and to get help. She devoted 46 years of her life to the service of the poor. Jane Addams also worked for women's right to vote and for world peace.

Because of this woman's work in the service of her church and in religious education, she was made a saint of the Roman Catholic Church. She was the firsrt American born woman to become a saint. Mother Elizabeth Seton

Susan B. Anthony devoted over 50 years of her life to improving the life of women. She worked to stop slavery and give women the right to vote. She died before women were granted the right to vote in 1920. She is famous for having said "Failure is Impossible." She is one of the founders of the Women's Movement.

Today we salute our mothers, and grandmothers. They have been the unsung heroes for countless generations. Thanks mom, you are history.

This woman challenged the traditions that limited women's equality. She spoke and wrote many articles and books about the role of women in America. Elizabeth Cady Stanton is one of the founders of the equality movement.

QUOTABLE QUOTES FROM QUOTABLE WOMEN

I took a deep breath and listened to the old beat of my heart.
I am, I am, I am.
---Sylvia Plath, American poet

Women are repeatedly accused of taking things personally; I cannot see any other honest way of taking them.
---Marya Mannes, American writer

The moment of change is the only poem. -- Adrienne Rich, American poet

The universe is made of stories not atoms.
---Muriel Rukeyser, American poet

As far as I'm concerned, being any gender is a drag.
---Patti Smith, American singer

I thought that the chief thing to be done in order to equal boys was to be learned and courageous. So I decided to study Greek and learn to manage a horse.
---Elizabeth Cady Stanton
American suffragist

In passing, also, I would like to say that the first time Adam had a chance he laid the blame on woman.
---Nancy Astor, British politician

Beauty is in the eye of the beholder.
---Margaret W. Hungerfor, Irish novelist

Woman's virtue is man's greatest invention.
---Cornelia Otis Skinner, American writer

Courage is the price that Life exacts for granting peace.
---Amelia Earhart, American aviator

"Will you walk into my parlour?" said the spider to a fly.
---Mary Howitt, British writer

Time wounds all heels, ---Jane Ace, American radio personality

I never hated a man enough to give him diamonds back.
---Zsa Zsa Gabor, Hungarian actress

The best impromptu speeches are written well in advance.
---Ruth Gordon, American actress

The souffle is the misunderstood woman of the culinary world.
---Irma S. Rombauer, American cook

Fiction reveals truths that reality obscures.
---Jessamyn West, American writer

The trouble with being in the rat race is that even if you win, you're still a rat.
---Lily Tomlin, American acress

There is more difference within the sexes than between them.
---Ivy Compton-Burnett, English satirist

Whether women are better than men I cannot say---but I can say they are certainly no worse.
---Golda Meir, Israeli stateswoman

The way to a man's heart is through his stomach.
---Fanny Fern, American writer

The wave of the future is coming and there is no stopping it.
---Anne Morrow Lindbergh, American writer

I am always running into peoples' unconscious.
---Marilyn Monroe, American actress

I have willed to go forward and have not advanced beyond the borders of my grave.
---Saniya Salih, Syrian poet

One never notices what has been done; one can only see what remains to be done.
---Marie Curie, French scientist

Nobody can make you feel inferior without your consent.
---Eleanor Roosevelt, American stateswoman

Memory in America suffers amnesia.
---Meridel Le Sueur, American historian

The perfect hostess will see to it that the works of male and female authors be properly separated on her bookshelves. Their proximity, unless the authors happen to be married, should not be tolerated.
---Lady Clough's Etiquett, 1863

No matter what your fight, don't be ladylike! God Almighty made women and the Rockefeller gang of thieves made the ladies.
---"Mother" Mary Jones,
American labor organizer

Elegance has a bad effect on my constitution.
---Louisa May Alcott, American writer

Some minds remain open long enough for the truth not only to enter but to pass on through by way of ready exit without pausing anywhere along the route.
---Elizabeth Kenny, Australian nurse

# ORAL HISTORY

## RATIONALE FOR USING ORAL INTERVIEWS IN WOMEN'S HISTORY

The purpose of the oral history assignment or oral interview is to help students to become aware of the process of history. Everyone has shared in the making of history. Oral histories are particularly important as a method of "recovering" women's experiences since so much about women has been excluded from mainstream history courses.

This activity helps turn on student learning by allowing them to become historians as they conduct interviews and write up the individual histories of individual women. These are only suggestions for an interview. Please use anything you like to structure the interview format to best meet the needs of your students.

We have used oral histories with great success. It is insightful. Students are surprised, and sometimes shocked, at their mother's (or woman interviewed) responses. A follow-up debriefing session time should be allowed. Too often these sessions are not taken or bumped out because of time limitations. We feel that this is a mistake. The students need time to share their experiences. They need to talk about interesting stories as well as things they did not like or how they would do the interview differently in the future. During the debriefing session it is a good idea for the teacher to reinforce the purpose of the oral history, explain that often times the truth can bring one closer to understanding, that sometimes the truth is not easy to tell or to hear.

The whole idea of this project is to learn about women, not only the famous, but all women. To know your mother, or a woman from a different generation, is to understand her. Understanding her, is a way of breaching the generation gap that separates teenagers and adults.

## HOW TO CONDUCT AN ORAL INTERVIEW

1. Make a date in advance for the interview.

2. Allow at least 30-45 minutes for the interview.

3. Use a tape recorder or carefully write down answers.

4. Explain to the person being interviewed why you are doing the interview. (Example: The class is trying to see what kinds of behaviors are expected of women over the years.)

5. BE PATIENT! Remember that most people have not been interviewed before. They may need more time than you thought to answer a question.

6. If you get a yes or no answer, ask them to please explain what they mean a little more.

7. Be sure to thank the person being interviewed for their time and cooperation.

8. The student should be allowed 5-7 days to conduct the interview. (Teacher negotiable.)

9. Role-play and mock interviews are a wonderful way to practice before the actual interview session.

10. A debriefing session after the oral interviews is necessary to reinforce the purpose of the oral history assignment.

More helpful hints:

If possible, do some background information research before the interview.

Find a comfortable environment.

If you use a tape-recorder, place it away from the obvious view of the interviewee.

Stories are wonderful! The person being interviewed should do most of the talking.

ORAL HISTORY: THE SUBJECT'S FAMILY BACKGROUND

1. What is your full name? _____

2. Where and when (if they want to tell you) were you born? Hospital, town, country?

_____

_____

3. What were/are your parents' full names?

Father _____

Mother (maiden) _____

4. Who were/are the other members of your family? List them from oldest to youngest. _____

_____

_____

_____

_____

_____

5. Did you like all of your family members? _____

_____

_____

6. What memory of your mother do you cherish the most? _____

_____

_____

_____

_____

7. What is the most obvious characteristic that you share with other members of your family? _____

_____

_____

_____

ORAL HISTORY: THE SUBJECT'S PERSONAL BACKGROUND

1. Describe the house you lived in when you were my age.
   (Include a description of their room.)

2. What were your household responsibilities?

3. Did you get an allowance? What did you do with your spending money?

4. What kinds of games did you play as a child?

5. What sports or hobbies have you enjoyed?

6. What were things you were not allowed to do because you were a girl?

7. When you were my age, did you expect to be married or single?
   Did you expect to have children?

   Did you expect to be working?

8. What were the major problems you have had to overcome?

## SCHOOL QUESTIONS

1. Where did you go to school?

   What grades or degrees did you complete?

2. Did you have any problems at school? Explain.
   (Why or why not did you enjoy school?)

3. What were your favorite subjects? Why?

   What were your least favorite subjects?

4. Tell me about homework. Did you have a lot?

5. Did you have many friends?
   Who was your best friend?

6. What did you and your friends do in your spare time?

7. What sports did you play?

   Were these separate for boys and girls or co-educational?

## JOB QUESTIONS

1. What jobs have you had?

2. Were you paid fairly?

3. What was your money needed for?

4. If you presently have a job, is it the career you dreamed of having as a child?

INTERVIEW QUESTIONS FOR RECENT IMMIGRANTS

1. When and from where did your family, or you, come to the United States?

2. What were your reasons for immigration?

3. What were the living conditions of your place of origin?

4. Describe your feelings about leaving your native land, and your passage to the United States.

5. What did you expect the U.S. to be like?

   Were you surprised or disappointed in any way?

6. What is your earliest memory of the U.S.?

7. What kind of jobs did the people in your family, or you, obtain?

8. What were living conditions like for you when you first came to the U.S.?

9. Did you/your family believe that life in the U.S. was an improvement over your life in your native land? Why?

10. Have you been treated unfairly because of your sex, age, or race? (Explain)

11. What are the cultural differences between American women and women from your native land?

12. What has been your most difficult adjustment to American culture?

OPINION QUESTIONS

1. What, if any, historical event has had a strong influence on your life?

2. What people have had the greatest influence on your life? Why?

3. What experiences/accomplishments are you most proud of?

4. (Please complete this sentence.) The happiest I have ever been:

   The saddest I have ever been:

5. How have ideas about women changed since you were a young child?

6. What is your opinion of today's women's movement? Why?

7. If you could live your life over, what, if anything, would you do differently?

GOALS/FUTURE QUESTIONS

1. What are your dreams?

2. What is your goal for the next year?

five years?

lifetime?

3. Is there anything else you would like to tell me?

THANK YOU FOR ALL OF YOUR COOPERATION AND SHARING

## SUPPLEMENTAL QUESTIONS

### THE SUBJECT'S FAMILY BACKGROUND

What is your nationality or ethnic heritage?
Were your parents strict? Please explain.
What stories have come down to you about your parents or grandparents?
What was the division of household labor in your family?
Women compared to men? Girls and boys?

### THEIR PERSONAL BACKGROUND

Religion: Did you/Do you belong to a certain religious group?
What does your religion mean to you as a woman?
Why did you decide to marry?
Was/Is your marriage what you expected it to be? How did it differ from your expectations?
Did/Do you have any pets?
What were the fads in clothing and hairstyles when you were my age?
What kinds of music did you like when you were my age?

### SCHOOL QUESTONS

Who was your favorite teacher? Why?
What clubs did you belong to when you were in school?

### JOB QUESTIONS

What was your first paying job?

### OPINION QUESTIONS

Would you like to go back to your childhood? Why/why not?
Did you have a favorite television or radio show? Name?
How have stereotypes/prejudices changed since you were a young woman?
In your opinion, is it better or worse to be a young woman now?

### GOALS/FUTURE

What are your expectations for your daughters? Sons?

NAME_____FAMILY MIGRATION QUESTIONS

1. From which countries did your various ancestors come?

2. When did members of your family come to the U.S.?_____

3. Did your ancestors come as individuals or as a whole family?_____

4. What means of transportation did they use to get here?

5. Why did they come to the United States? What did they hope to find in this country and not another?_____

6. Where did they first arrive when they entered the U.S.?

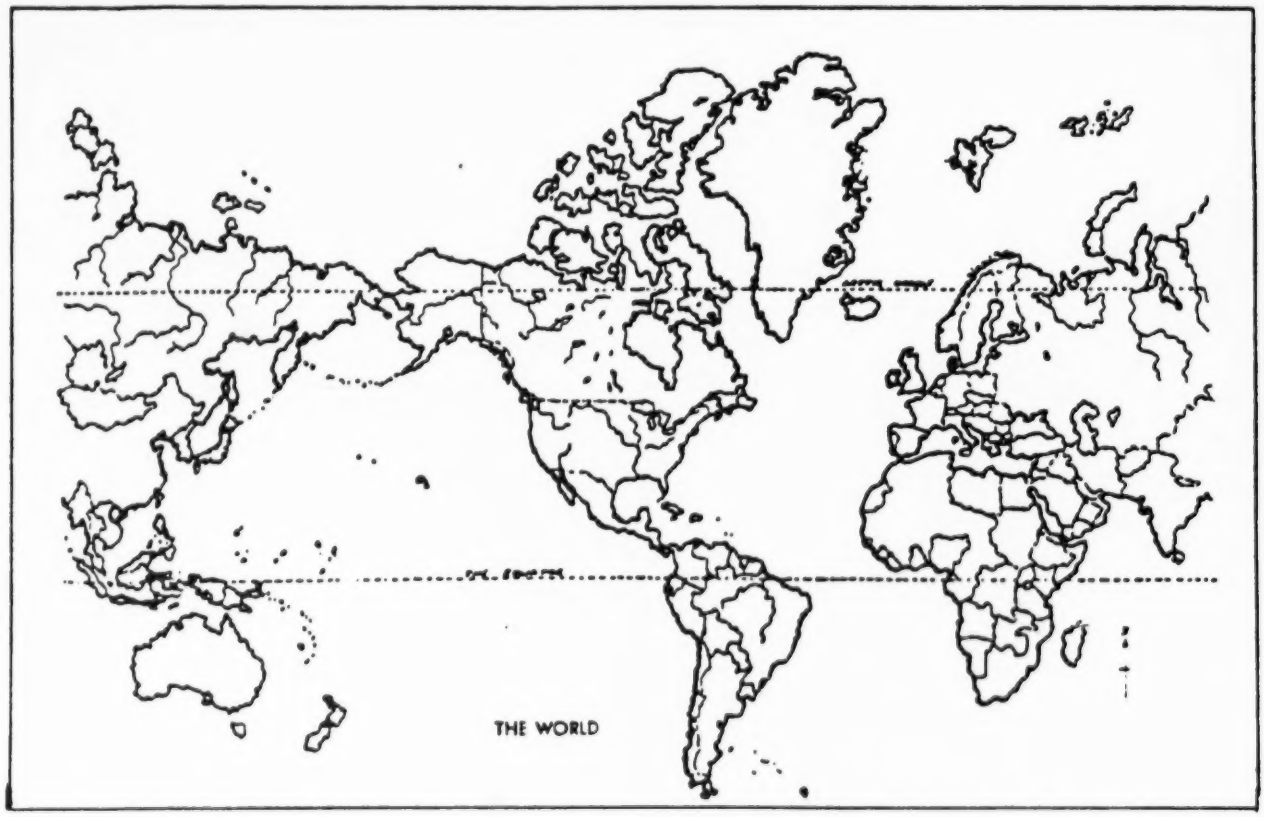
7. Where did they live when they first got here?_____

8. Where have they lived since then? Did they move? Why?

9. Do you know any funny or interesting stories about your family's journey to this country? If so, write down that adventure in the following space._____

Derived from Emma Lazarus Curriculum Unit, National Women's History Project

Draw your family's immigration journey on the map below.




Map derived from Ema Lazarus Curriculum Unit National Women's History Project.

INTERVIEWER'S REPORT

REPORTER_____(your name)

I interviewed _____(name)
on_____(date). The interview
lasted _____(minutes).

1. What was one important thing that you learned about the woman you interviewed?

2. What was the woman you interviewed most comfortable in talking about? Why do you think this was so?

3. What did she not want to talk about? Why do you think she felt that way?

4. What are the similarities and differences between you and the woman you interviewed?

AS AN INTERVIEWER I AM:

EXCELLENT_____
GOOD_____
FAIR_____
NEED A LOT MORE PRACTICE_____

COMMENTS: (Please explain the reason for your above choice.)

TO THE
IS THE
USE OF

# SHORT BIOGRAPHIES OF NOTABLE WOMEN

# LANGUAGE ARTS

# MATH/SCIENCE

# THE ARTS

# P.E./ATHLETICS

# SOCIAL STUDIES

The following biographies, although brief, are meant to arouse interest and awareness in both teachers and students. We don't claim to have included all the facts or have been one hundred percent accurate. However, we have tried to present you with some easy starter materials.

We have read many articles about women in history and have incorporated what we thought interesting into the short biographical sketches. Due to copyright laws we are unable to present some excellent written material. So please do accept our invitation to do further reading from the suggested sources listed in the bibliography. Reading "herstory" is interesting!

These biographies may be copied and given to students to increase their awareness of U.S. women's varied social and political roles. The short biographies can be used as introductory sets for further research. We hope to advance students' written reporting of information, oral reporting and discussion, critical thinking, debate, and individual opinions throughout their study of women in history.

After students have been given information on women in history, we suggest that they examine the facts presented and come to a consensus of why the individual is of historic importance. (You might discuss and brainstorm what the criteria for historic importance are before this, using examples of men in history.) Keep in mind that our philosophy is that ALL women are important, not just the few that are in print.

LOUISA MAY ALCOTT (1832-1888)

One of the reasons why LITTLE WOMEN was so popular in 1868 (38,000 copies in 1869) is that Louisa May Alcott created serious minded adolescent female characters. Jo, Meg, Beth, and Amy March have interests and aspirations beyond simple flirtations. Many readers regard the novel's main character, Jo March, as the first liberated American girl in literature.

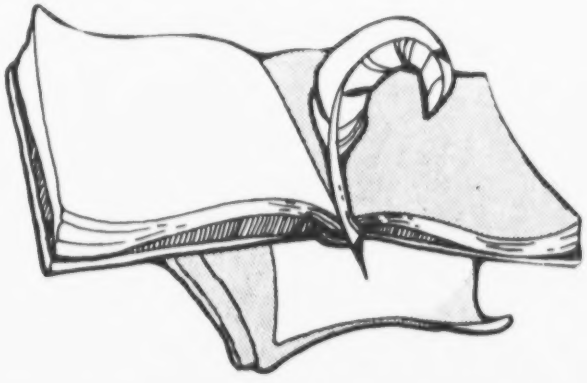
Louisa May Alcott, like Jo March, was the second of four daughters. Her father was an uncompromising idealist who provided the family with a bounty of intellectual food but consistently little to fill their stomachs. Louisa's mother was the strongest leader of the family.

Early in adolescence, Louisa desired to earn her own living and provide for the entire Alcott family. She knew that this plan would meet with opposition from those who wished to oppress women. But she never lost sight of this goal. She earned money at dressmaking, teaching, childcare, and other "women's" occupations from 1850-1863. During this time she continued to work on her writing.

The publication of "Hospital Sketches" (1863), based on her experiences as a Civil War nurse, won critics' and the public's attention. Alcott turned her efforts to full-time writing. Her first novel, MOODS, was published in 1864. She was employed as editor of a girl's magazine in 1868 when colleagues encouraged her to write a novel about young girls. Her book, LITTLE WOMEN, consisted of characters patterned after her own family; the theme that of PILGRIM'S PROGRESS. The novel's success brought Louisa May Alcott the security she had desired for her family. Writing in 1872, "At twenty-five I supported myself by pen and needle; at thirty-five I supported myself and family by pen alone."

Alcott remained unmarried, defying the convention that said "true womanhood" was through marriage and motherhood. She remained faithful to her writing career while living the rest of her life in Massachusetts. There, she rallied for school taxes; supported the temperance society; signed the Seneca-Falls Principles, calling for women's suffrage; and wrote of the possibility of marriage based on equality, and a need for change in the roles and relationships between men and women.

Louisa May Alcott died at the age of fifty-five. Her health was torn by overwork. She had achieved her personal goal; she supported herself and other relatives.



MARY ANN SHADD CARY (1823-1893)

MARY ANN SHADD was the first Black woman to publish a newspaper in North America. She was the eldest of thirteen children. Her father was an agent for William Lloyd Garrison, abolitionist. The Shadd house in Wilmington, Delaware, was a station on the Underground Railroad.

Mr. Shadd taught his children the value of education. But because of their race they were forced to move to Pennyslvania to find schooling. Mary Ann had finished school by 1840 and began teaching Black children who would have otherwise gone without any education. She believed that only through education could her people rise in the world.

Prior to the Civil War she wrote articles stating that Blacks had to become self-sufficient. These ideas were quoted by Frederick Douglass in the NORTH STAR. Fearing the Fugitive Slave Act she moved to Windsor, Ontario where she taught school and continued to write. After a series of debates with the cities newspaper editor she began her own paper in 1853. The FREEMAN supported abolition, temperance, and the woman's movement.

She married Thomas Cary and settled in Chatham, Ontario. He died in 1860, leaving her with a daughter and a son. During the Civil War she worked for the Union Army to enlist Black men. After the war, she obtained a teaching certificate and moved to Washington, D.C.

At 46, she became the first woman law student at Howard University. But she was not permitted to graduate, and Charlotte E. Ray, three years later, became America 's first Black woman lawyer. Mary Ann became a practicing attorney in 1884 in which she promoted equal rights for all, regardless of sex or race.

## EMILY DICKINSON (1830-1886)

EMILY DICKINSON is America's greatest woman poet. Yet this status did not come to her during her lifetime. Not until after 1945, when nearly all of her 1,775 pieces of poetry and writing had been published, did she secure fame as one of the world's finest poets.

Emily's father was a very dominating man. Neither of his daughters married or left home for long; his son married but lived next door. Emily was unhappy during her longest stay away from home at Mount Holyoke Female Seminary. She visited Boston, Washington, and Philadelphia where she heard or may have met Reverend Charles Wadsworth. Many have since speculated that he became the object of her love poems and further withdrawal from society.

Most of her major work was written during 1858-1866. Seven of her poems were published during her lifetime, none of which she personally advocated publishing. Many of her works have the form and meter of hymns with lyrics reflecting her deep personal needs. Her technique was considered unorthodox for her time, but refreshing and often emulated in this century.

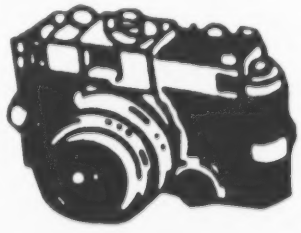
## DOROTHEA LANGE (1895-1965)

> "She is both a humanitarian and an artist . . . Her pictures are both records of actuality and exquisitively sensitive emotional documents."
>
> Ansel Adams on Dorothea Lange

DOROTHEA LANGE was determined to be a photographer. Learning photography gave her a chance to look closely at the people and things around her. In 1917, Lange moved to San Francisco, worked for a photographer for a short time, and then opened her own business. Customers sought her soft-focus portraits.

She and her first husband, painter Maynard Dixon, visited Indian reservations. Lange took her earliest shots in documentary photography. During the Depression, when many people were poor, homeless, and hungry, Dorothea's pictures showed America the poor's difficulties. "White Angel Bread Line" became her first outstanding documentary.

Lange and second husband, Paul Taylor, documented conditons of California migrant laborers. In 1935, Dorothea began working for the U.S. Resettlement Administration. On her first western field trip, she photographed "Migrant Mother" which became very famous. Lange captured the drama of the social and economic upheaval of the Thirties.



HELEN KELLER (1880-1968)

When HELEN KELLER was almost two years old she got very ill. After the illness she was left blind and deaf. She lived in a world without sights an sounds. She became wild and seemingly unreachable, at least until Anne Sullivan came along.

Anne Sullivan at the age of twenty and a recent Perkins Institute of Boston graduate, accepted the challenge of teaching Helen Keller. Anne was determined to teach Helen more than just to sit and be polite. Anne wanted to teach Helen the manual alphabet or sign language.

When Helen would touch something, Anne would use the sign language alphabet to spell the word into Helen's hand for her to feel. Helen would copy Anne's motions but could still not understand what it meant. She didn't know that people, places, and things had names. Within one month Anne had succeeded in getting through to Helen after a shocking discovery at the water pump. Helen now wanted to know the names of all things.

Within two years Helen was reading and writing braille. At the age of ten, she learned how to speak. She, with her teacher (Anne), went on to study at Cambridge and Radcliffe colleges. With the help of Anne and John Macy, a Harvard instructor, Helen wrote her autobiography, THE STORY OF MY LIFE.

Anne Sullivan married, and later separated from John Macy. Helen remained in Anne's permanent charge. This team wrote Helen's second literary sucess, THE WORLD I LIVE IN. During her adulthood, Helen actively worked for better treatment for the blind, women's suffrage, and social justice. She participated in peace rallies, lectured, made a movie, and traveled to raise funds for the American Foundation for the Blind.

Polly Thompson became Helen's interpreter and companion after Anne Sullivan's death in 1936. They made a world tour to raise funds for the blind. Helen Keller enjoyed her life of speaking and helping others.

JADE SNOW WONG

In her book, FIFTH CHINESE DAUGHTER, Jade Snow Wong tells the story of growing up in a life that was influenced by both Eastern and Western cultures, customs, and thoughts. The Wong family lived in San Francisco's Chinatown at the turn of the century. Jade Snow Wong was the fifth daughter born into the family.

Jade Snow's childhood was full and busy. But, conflicting ideas between her family's old Chinese ways and those of the new American world caused confusion in Jade Snow's youth. At a very young age she realized that, "She was a girl, and was unalterably less significant than any son in their family." Custom also said that when daughters married they left their families to serve the groom's parents. The bride was not wished happiness, the new in-laws were!

The Wong's home life and work were closely related because their garment shop was attached to their home. Here, women worked long tiresome hours at the sewing machines. Jade Snow spent a lot of her time at school. She attended both American and Chinese schools. She was discouraged from physical activities because they were unbecoming for girls. Yet other girls at school were allowed to do so. Jade Snow inwardly struggled with her desire to be an individual and her parents' desire for her to be a proper, conforming Chinese woman.

Jade Snow did rebel. She worked very hard at odd jobs to raise her own college expenses, won a scholarship, and attended Mills College. There she found a way to express herself through her natural abilities with clay pottery. She eventually started her own pottery business in Chinatown. It started slowly, but she gained the recognition and respect of the people of Chinatown.

Jade Snow Wong did what she wanted to do with her life. She believed in herself and her abilities. Her example is a challenge to all of us.

SELECTED WOMEN IN MATH AND SCIENCE

Sarah Josephine Baker (1873-1945) Physician.
Clara Barton (1821-1912) American Red Cross.
Ruth Fulton Benedict (1887-1948) Anthropologist.
Elizabeth Blackwell (1821-1910) Physician.
Rachel Fuller Brown (1898-1980) Organic chemist.
Mary Bunting (1910- ) Microbiologist.
Annie Jump Cannon (1863-1941) Astronomer.
Rachel Carson (1907-1964) Biologist.
Anna Botsford Comstock (1854-1930) Naturalist, Scientific Illustrator.
Gerty Cori (1896-1957) Biochemist, physician.
Marie Curie (1867-1934) Chemist,
Jane Arminda Delano (1862-1919) Nurse.
Sister Mary Joseph Dempsey (1856-1936) Hospital administrator.
Georgia Arbuckle Fix (1852-1918) Physician.
Lillian Moller Gillbreth (1878-1972) Industrial engineer.
Hetty Goldman (1881-1972) Archeologist.
Winifred Goldring (1888-1971) Paleontologist.
Jane Goodall (1934- ) Animal Behaviorist
Alice Hamilton (1869-1979) Physician.
Beatrice Hicks (1919- ) Electrical engineer.
Shirley Jackson (1946- ) Physicist.
Elise Strange L'Esperance (1878-1959) Pathologist.
Elsie Gregory MacGill (1905- ) Aeronautical engineer.
Marcia C. Mayer (1906-1972) Physicist.
Barbara McClintock (1902- ) Research scientist.
Margaret Mead (1901-1978) Anthropologist.
Maria Mitchell (1818-1889) Astonomer.
Mary Francis Winston Newson (1869-1959) Mathematician.
Emmy Noether (1882-1935) Mathematician.
Eliza Luca Pinckney (1722-1793) Botanist.
Sally Ride (1951- ) Astrophysical, astronaut,
Florence Sabin (1871-1953) Physician.
Nansie S. Sharpless (1932- ) Neurochemist
Odette L. Shotwell (1922- ) Organic chemist.
Susan Smith McKinney Stewart (1847-1918) Physician.
Ellen Swallow (1842-1911) Chemist.
Lucy Hobbs Taylor (1833-1910) Dentist.
Adan Belle Thoms (1863-1943) Nurse.
Anna Johnson Pell Wheeler (1883-1966) Mathematician.
Chien-shiun Wu (1912- ) Physicist.
Rosalyn Sussman Yalow (1921- ) Medical physicist.

## CLARA BARTON (1821-1912)

"I wrung the blood from the bottom of my clothing before I could step," were CLARA BARTON'S words as she tended the wounded and dying of the Civil War battlefields. Distressed at the lack of medical supplies and provisions for the soldiers, she began, without official organization or affiliation, to minister to the suffering. She divided her time between caring for the wounded and bringing them food. Soon she became known as the "Angel of the Battlefield." However the intense stress of the situation would eventually take its toll when, in 1868, Clara suffered a breakdown of both her physical and emotional capacities.

During her recuperation she traveled to Switzerland and learned of the Red Cross system as outlined in the Geneva Convention. She returned to the U.S. prepared to fight for the development of an American Red Cross and in 1881 she was successful. The American Association of the Red Cross would help both in war and peace times.

The new organization provided relief to victims of floods, fires, droughts, famine, and war. All money came from private donations. Clara Barton had accomplished her mission of founding an organization to aid victims.

## GEORGIA ARBUCKLE FIX (1852-1918)

GEORGIA ARBUCKLE was born in Princeton, Missouri, the child of an unwed mother. At sixteen she was the town's school teacher. The local doctor encouraged her to enter the Nebraska School of Medicine in 1880. Odds, and convention, were against her for "No women of true delicacy would want this profession," said Harvard male doctors and students. But Georgia surpassed these obstacles to reach her professional goals.

In 1886 she homesteaded and began her frontier practice in the North Platte Valley. She was hard-working and unconventional in her methods. Once she sewed a man's crushed head together using a pounded out silver dollar as a plate. He lived to a ripe old age. Her marriage to Nathaniel Fix faltered and ended in divorce after she moved to Gering, Nebraska in 1892. She refused to give up her medical practice for him.

She treated patients with typhoid, gun-shot wounds, farming injuries, smallpox and attended countless births and deaths. She was tender with children and animals. Her thirty-five pet canaries had a room of their own where they flew at will. She also was a wise businesswoman, building a large herd of cattle from those given to her as payment. Overall, Georgia Arbuckle Fix served as a much needed and skillful physician on the frontier where doctors were very scarce.

## SHIRLEY CACHOLA, M.D. (1947- )

SHIRLEY CACHOLA is an American doctor of Filipino ancestry. Shirley grew up in a small American town where the Filipino people lived together, sharing their culture and language. Shirley's mother ran a store where her customers spoke mostly Filipino. Because many Filipino men did not have their families in town, the male customers enjoyed talking to the local children. Shirley loved the attention. She had many "Uncles" with whom she visited. One day a favorite "Uncle" did not come to the store as expected, so Shirley went to see if he was all right. He wasn't, and he needed a doctor's attention quickly. However, there was no doctor in their town. They had to go by ambulance to another town. The doctor there spoke no Filipino. Shirley realized how hard it is for a person who does not speak the doctor's language to receive proper medical attention and effectively communicate their problems. Right then and there she decided to become a doctor. She would work with the ill people in poor neighborhoods.

Today Dr. Cachola is director of an inner city health clinic. She also teaches doctors how to work with non-english speaking patients. She is very aware of the cultural attitudes and differences between minority groups and modern medicine.

## SUSAN LA FLESCHE, M.D. (1865-1915)

DR. LA FLESCHE is an Omaha Indian woman. Susan and her family lived on the Omaha Indian reservation in Nebraska. Her father was a chief. She had three sisters and a brother. At the age of fourteen, Susan left her family to attend a school far away from the reservation. She recalls being very homesick and especially missing her horse, Pie.

Susan's favorite subject was science. She studied anatomy and health. When asked what she planned to do after graduation, she replied she wished to return to her people, and help them. She graduated with honors, making the graduation speech. She made a vow to become a doctor. After many years of hard work, she became a doctor and returned to the Omaha Indian Reservation. She was the only doctor there! She had to ride her horse to travel on house calls to treat her patients.

Dr. LaFlesche married a Dakota Indian man named Henry Picotte. She worked as a doctor for over twenty years. She became a leader of the Omaha Indians. Susan LaFlesche has proved to be an Indian, a woman, and a doctor. She was the first Native American to receive an official medical degree in the United States. Her motto was "I will try."

## LILLIAN MOLLER GILBRETH (1878-1972)

LILLIAN MOLLER GILBRETH and her husband, Frank Gilbreth, worked together in efficiency engineering. Their story was told in the novel and film, CHEAPER BY THE DOZEN. They wanted to minimize the time and motion needed to perform household and work tasks. Lillian continued in this line of study after her husband died. She created the step-on trash can, shelves in refrigerator doors, and custom kitchen counters.

Lillian Gilbreth received Ph.D. in industrial psychology from Brown University in 1915. She served on presidential committees and in 1936 was voted as one of the ten most outstanding women of the year.

## MARY FRANCES WINSTON NEWSON (1869-1959)

MARY FRANCES WINSTON NEWSON was the first woman to receive a Ph.D. in mathematics from a European university. She was teacher, wife, mother and professor.

Winston graduated from the University of Wisconsin in 1889. During the 1891-92 school year she won a mathematics fellowship at Bryn Mawr. The following year she studied at the newly opened University of Chicago. In 1893 she received great encouragement and $500 to study abroad from Christine Ladd Franklin, the first American woman to complete requirements for a Ph.D. in mathematics (John Hopkins University). Thus, Winston traveled to Germany to attend classes at Gottingen University. She stayed there for three years, finished her dissertation, and graduated with honors.

In 1910, after returning to the U.S. and marrying Henry Newson in 1900, Mary Frances found herself an unemployed widow and mother of three young children. Finding a job was not easy but she managed to first gain a position at Washburn College in Kansas and then Eureka College in Illinois, where she retired from in 1942.

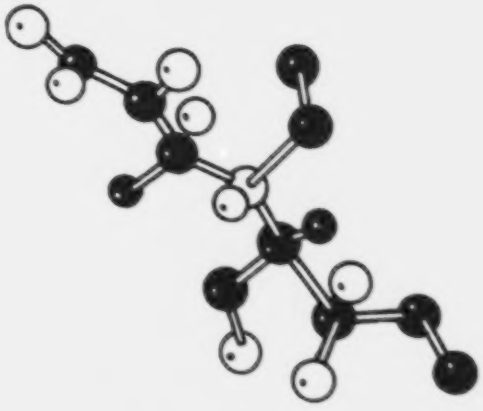
CHIEN SHIUNG WU (1912- )

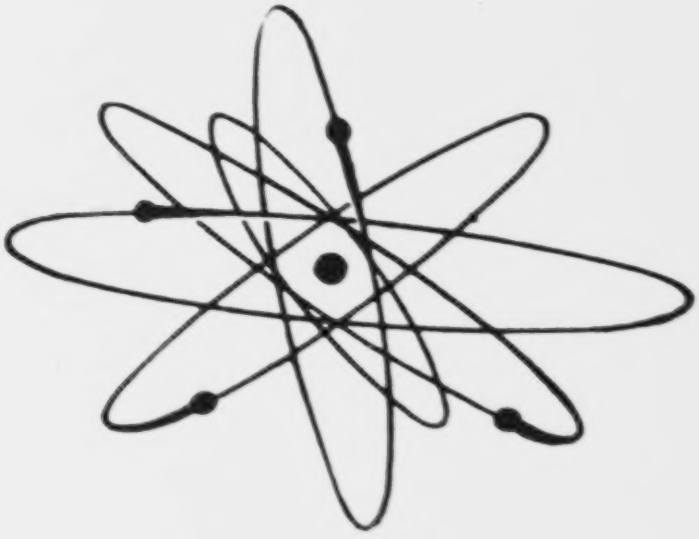
CHIEN SHIUNG (pronounced Chen Shung) grew up in China. She was a very inquisitive child and student. During her high school years she studied English and decided to become a physicist. Physics gave her the opportunity to test ideas and answer questions.

In 1936 she graduated with her bachelor's degree in science from the university in Nanking. She then came to the U.S. to complete her graduate studies working with Dr. Ernest Lawrence, a Nobel prize winner in physics, at the University of California at Berkeley. Here, she also met and married Cha-Liou Yuan, a graduate in physics studies.

At twenty-seven, Chien Shiung was teaching nuclear physics at Princeton University. During WWII she worked on the Manhattan Project at Columbia University, developing radiation detection devices. She stayed on at Columbia.

Her work with beta rays teamed her with Doctors Lee and Yang. Their experiments resulted in the discrediting of the principle of parity, an accepted fundamental law of physics. The results of Chien Shiung's 1957 beta ray experiments contributed to Drs. Lee and Yang winning the Nobel Prize for physics. For her work Chien Shiung was given the Research Corporation award in 1985 and elected to the National Academy of Science.





# ANNIE WAUNEKA (1910- )

ANNIE WAUNEKA is an advocate for Navajo health. Annie helped her friends. She helped an entire nation of people.

Annie's father was one of the leaders of the Navajo Tribal Council. He taught her about Navajo traditions and about their very long and important history. She was proud to be a young Navajo.

Annie's father wanted her to learn all that she could. Like many other Indian children she had to travel far away from home to go to school. She lived at the school for months at a time.

One year, when Annie was away at school, a terrible flu made many people ill and die. She tried to help her friends but they were too weak to eat. It was a terrible memory that Annie never forgot.

Annie came home after graduation and married a Navajo man she had known from school. She continued to travel throughout the reservation helping and learning from her neighbors. They liked and respected her. Annie was chosen to be the first Navajo woman on the Navajo Tribal Council. She was in charge of the people's health problems.

Some of Annie's neighbors were sick with a strange and terrible disease. Many were dying. The Navajo medicine men were not able to help the people with this disease. Annie went to the White people's hospital to see what they knew about the disease. It was Tuberculosis, or T.B.

The Navajos feared going to the hospital. In their culture the medicine men go to sick people in their homes to help them. Many Navajos wouldn't go to the white doctors.

Annie talked to the medicine men and explained to them that the disease was not a Navajo disease. The respected medicine men began working with the doctors at the hospitals and the Navajo people were more willing to go to the hospital for treatment. Annie made many home visits to educate people about T.B. Many people were helped and cured.

Annie Wauneka still lives on the Navajo reservation. She has continued to work with other Navajos on health and education projects in both traditional and modern ways.

## MARIAN ANDERSON (1902- )

MARIAN ANDERSON started singing as a child in church choirs in Philadelphia. After graduating from high school, she went on to study voice and music. She soon began to make concert tours. In 1955, she became the first Black soloist to sing with the Metropolitan Opera House in New York City. Many conductors have said that Marian has a voice "heard once in a hundred years."

## HELEN HAYES (1900-

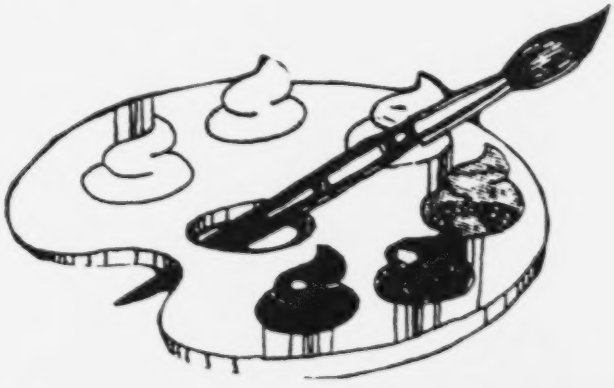
HELEN HAYES started her acting career at the age of five and played children's roles for many years. DEAR BRUTUS in 1918, made her a star. Ten years later she married Charles MacArthur. Then in 1931 the Academy Award for best actress was given to her for her performance in THE SIN OF MADELON CLAUDET. It was the first film in which she had acted. Many critics consider the play QUEEN VICTORIA (in 1935) to be her greatest performance. More recently she has an autobiography titled, ON REFLECTION. She also received a second Academy Award for best supporting actress in the film AIRPORT.

## GEORGIA O'KEEFFE (1887-1987)

GEORGIA O'KEEFFE grew up in Wisconsin and Virginia. She was determined at an early age to be painter. She studied at the Art Institute of Chicago, the Art Students' League in New York City, and under the painter Arthur Dove.

Early in her career she supported herself by teaching and working as an advertising illustrator. After 1918 she devoted herself to painting. In 1924 she married Alfred Stieglitz, the photographer and founder of the 291 Gallery.

She found her characteristic style during the late 1920's during a visit to New Mexico. Her paintings from then on would include bleak landscapes, desert scenes, and wild flowers. She moved to New Mexico permanently after her husband's death in 1946. She is one of America's most original and productive artists.



# MARIA TALLCHIEF (1925- )

MARIA TALLCHIEF, one of America's greatest ballerinas was born on the Osage reservation in Oklahoma. Her parents were Alexander Tallchief, a full-blooded Osage Indian, and Ruth Porter Tallchief, who was Scottish and Irish. Ki He Kah Stah means "tall chiefs" in the Osage Indian language.

The Tallchiefs had three children, the oldest being Elizabeth Marie. She was called Betty Marie by her family. At an early age Ruth Tallchief wanted her daughters to study music. At the age of three Betty Marie could pick out a tune on the piano. When she was four, she was taking ballet lessons once a week. She worked very hard to learn jumps, leaps, spins, and how to dance on the tips of her toes. When Betty was eight, the family moved to Los Angeles where the girls would find better music and dance teachers.

In Los Angeles, Ernest Belcher worked with Betty Marie to perfect her steps. Her mother thought dancing was wonderful, but still dreamed of her oldest daughter becoming a concert pianist. So Betty Marie worked hard at both.

During high school Betty Marie began to study ballet with Madame Bronislava Nijinska, the great Russian teacher. When Mme. Nijinska gave her a leading part in one of her ballets, Betty Marie decided to focus her efforts on ballet alone. After she completed high school, she went to New York to study with a ballet company. Sergei Denham, the director of the company, asked her to be a member of the company. At this time she adopted her stage name of Maria Tallchief.

Maria Tallchief went on to dance with several companies. She danced the part of a beautiful wild bird with magic powers in FIREBIRD. This ballet showed the world that Maria Tallchief was one of its prima ballerinas.

## WOMEN IN ATHLETICS AND PHYSICAL EDUCATION

"Aspire Higher" was the rallying theme for the first National Women in Sports Day, February 4, 1987. This special day is a result of extensive efforts by the Women's Sports Foundation, women's groups, and individuals who have given recognition to the right of women to health and fitness through sport and regular physical activity.

The participation of women in athletics has a long and rich history in the United States. As early as 1899 women physical education instructors, who later became the National Association for Girls and Women in Sport (NAGWS), compiled the first standard set of basketball rules for females. In 1974, Billie Jean King established the Women's Sports Foundation (WSF), a national, non-profit organization, dedicated to promoting and enhancing the sport experience for all females. Prominent female athletes have helped the Foundation become a leader of women's sports today.

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## SUSAN BUTCHER

SUSAN BUTCHER has won the Alaska Iditarod Trail Sled Dog Race twice and looking forward to winning it for the third time in 1988. Previously, the only other person to win the contest more than once was four-time champ Rich Swenson. With each of Susan's wins she has set record times.

During the 1987 race, several of her dogs became ill, with one dying. Despite this, and other obstacles, she made the trip from Anchorage to Nome in eleven days, two hours, five minutes and thirteen seconds, almost thirteen hours faster then the record she had set in 1986. For this victory Susan Butcher won $50,000. She will use this money to care for her 150 dogs and prepare for the race in '88!

## NANCY LOPEZ (1957- )

NANCY LOPEZ, of Mexican-American descent, was given her first taste of golf at the age of eight. By the age of nine, she was playing rounds with her father, and by the age of eleven she was beating him.

Her father began coaching her seriously, teaching her, above all, to "play happy." She says she owes a lot of her mental game to her father because of his good attitude. She is a tough competitor, but is overwhelmingly liked by her opponents because of her warm personality and because she knows it is good for the tour.

Growing up Nancy was forbidden to do many household chores, because her father knew that "these hands are meant for golf," and for years she wore dental braces that the family could barely afford. Her father brought her up to be a champion, and her mother brought her up to be a lady.

Ms. Lopez won her first "peewee" tournament at the age of nine, by 110 strokes, and at twelve she won the first of three state women's tournaments. She led her high school golf team to the state championship. During her senior year she finished second in the Women's Open. To finance her travels her family made many sacrifices.

Outside of golf, Nancy was by her own description, "just a normal little person." Her best friend was a Mexican-American, but most of her friends were Anglos. Her upbringing in general was anglicized. She speaks very little Spanish and does not have the accent common to many Mexican-Americans in New Mexico.

While attending the University of Tulsa, Oklahoma, on an athletic scholarship, Ms. Lopez won the intercollegiate title. She dropped out of college at the end of her sophomore year to turn pro. Nancy Lopez broke the rookie earnings records for both men and women. In 1978, her first full season on the women's tour, she clubbed the LPGA prize money record (with eight victories in the season—five of the wins were consecutive, a record) to $153,097. These earnings were supplemented by endorsements and commercials.

Nancy Lopez is a fierce competitor who is at her best when she is under pressure or has to come from behind. She averages 240 yard drives with her unorthodox swing. She is a magnificent putter and solid on the fairway. She is warm and gracious in the press tent. She continues to play professional golf today. She is also married and has a daughter.

## ANNIE SMITH PECK (1850-1935)

ANNIE SMITH PECK was an expert mountain climber and a lecturer, author, scholar, oarswoman, swimmer, horsewoman, musician, authority on South America, and committed suffragist. Her intellectual and physical achievements illustrate one woman's strong will to set and fulfill her own goals.

As a young girl, Annie vowed to remain physically strong, fearless, and independent. "I became a suffragist in my teens when it was very unfashionable," Annie Peck told a journalist late in her life, "I thought I could help the cause by doing what one might to show the equality of the sexes." Thus, Peck went on to triumph in a wide variety of activities.

She graduated from the University of Michigan in 1878. In 1885, she was the first woman admitted to the American School for Classical Studies in Athens. She taught at Smith College. She raised money to travel by giving lectures on Greek and Roman archeology. She wanted to go to Switzerland and ascend up the Matterhorn. She did so in 1895, at the age of 45.

Her mountain-climbing experiences provided her with a subject for frequent lectures. Many of those who came to hear her speak were surprised at her appearance. She was a small, fashionably dressed woman. She was living proof that a woman did not have to "become" a man in order to do the things men did.

In 1908 she reached the top of Mt. Huascaran in South America. She had climbed higher in the Western hemisphere than any other American, man or woman. And she had also achieved her special ambition: to "stand on some height where no MAN had previously stood." She received international attention and awards for this achievement and her support of increased trade between the two continents.

In 1930, when Annie Peck was 80 years old, she took her first airplane trip. She flew over 20,000 miles on a tour of South America to publicize the potential of commercial aviation. She saw air travel as another way to increase friendly relations between the Americas.

At the age of 82, Peck climbed Mt. Madison in New Hamshire (5,380 ft). It was her last mountain. She continued to travel until her death in New York City in 1935. It was said about her, "In whatever line of endeavor--she made her way to the top."

WILMA RUDOLPH (1940- )

WILMA RUDOLPH grew up in Clarksville, Tennessee. A series of illnesses during her infancy left her without the use of one of her legs. With constant care and therapeutic massages by her mother, Wilma finally learned to walk at the age of eight. Three years later, she was able to discard her specially reinforced shoe, and by high school she had made herself into an outstanding athlete. She excelled at basketball and track, setting records. She went on to compete on the Tennessee State University track team in Nashville.

Despite ill health in 1958, an injury in 1959, and postoperative complications in early 1960, Wilma qualified for the U.S. Olympic team. At the games in Rome she won the 100-meter dash in 11 seconds, wind aided; won the 200-meter dash in the Olympic record time of 23.3 seconds; and achored the victorious 400-meter relay team. She was the first American woman runner to win three gold medals at a single Olympics. She was a favorite of all spectators.

Throughout 1961, Wilma Rodolph set records in the races she entered. She won the Amateur Athletic Union's 1961 Sullivan award as the year's Outstanding Amateur Athlete. In Los Angeles in July 1962 she repeated her winning time in the 100-yard at 10.8 seconds. She retired from competitive running a short time later.

## BABE DIDRIKSON ZAHARIAS (1911-1956)

In 1932, Babe won Olympic gold medals in the javelin, and 80 meter hurdles. She played many sports including: basketball, baseball, football, pocket billiards, tennis, boxing, and swimming. She began playing golf in the late 1930's. During the middle 1940's, she set a record by winning seventeen major golf tournaments in a row. In 1947, she broke her own record by winning every major women's golf tournament. She became the first American woman to win the British women's amateur golf tournament. She was named the Outstanding Athlete of the First Half Century. She and five other lady golfers formed the Ladies Professional Golf Association. In 1953 doctors discovered Babe had incurable cancer; she was the winner of the U.S. Women's Open. She died on September 27, 1956.

## ALTHEA GIBSON (1927- )

I ALWAYS WANTED TO BE SOMEBODY is the title of Althea Gibson's autobiography. It tells of her struggles as a poor, Black tomboy who became a world famous tennis player.

Growing up in Harlem, New York, Althea passed many hours playing street games such as basketball and paddle tennis. She was so good at paddle tennis that she became the New York City Women's Champion in 1939, when she was only twelve years old. One of the play street leaders watched Althea play paddle tennis and decided that she might be able to play regular tennis. He bought her two used tennis racquets and began to teach her to play. She showed immediate talent, so he arranged for her to have lessons at an expensive Black tennis club. She attracted the attention of two wealthy doctors. They suggested that she could go to a Black college on a tennis scholarship. When she told them that she had not finished high school, they arranged for her to live with one family and attend high school, and then in the summer live with another family and play in tennis tournaments. After Althea graduated from high school she received a tennis scholarship and went to Florida A. and M. University.

In 1959, Althea became the first Black tennis player to enter the National Grass Court Championship Tournament in Forest Hills, Long Island. Alice Marble, a well-known, White tennis player, encouraged the tennis committee to allow Althea to compete.

In 1951, Althea was invited to play in the All-England championships in Wimbledon, England. She was the first American Black to compete there. For the next seven years, Althea played in many tennis tournaments around the world. Then in 1957, Althea won the Wimbledon singles and doubles championships. In that same year, she was in the U.S. women's singles championships.

Althea turned professional in 1960. Since then she has worked to bring tennis to inner city children, played professional golf, served on the New Jersey State Athletic Commission, and ran for the New Jersey legislature. In 1971, she was elected to the National Lawn Tennis Hall of Fame.

AMELIA EARHART (1897-1937)

AMELIA EARHART, just her name brings forth pictures of her on, in, or around airplanes. She is the most famous woman aviator of propeller class planes. Because of her disappearance, and mystery surrounding her disappearance, she has become even more famous.

What she actually accomplished is worthy of noting. Amelia was the first female passenger to make a transatlantic flight. She was the first woman to fly solo across the Atlantic Ocean. She acquired 500 hours of solo flying time and set a women's altitude record at 14,000 feet. She wrote a column for COSMOPOLITAN magazine and later wrote her autobiography titled THE FUN OF IT (1932).

In the Spring of 1932 she flew from Harbor Grace, Newfoundland to Ireland in thirteen hours and thirty minutes. She flew solo from Hawaii to the American mainland in 1935. Also in the same year she flew from Mexico City to New York. Earhart was quoted as saying she flew for two reasons. One was that she loved flying and the other reason was to make an impression about women's ability to do what men have done or have yet to do.

Amelia was hired as an aeronautics and career advisor at Purdue University. She worked with young women, prodding them to be brave and to attempt the impossible. In fact. the Purdue Foundation and other aviation advocates donated money to buy a Lockheed Model 10 Electra. It took a year to ready the plane to fly it around the world. On May 17, 1937 Earhart and Fred Noonan, her navigator, left from California.

The plane disappeared, no trace was ever found. T here are conflicting stories about the end. One story is that she was captured and shot as a spy by Japanese troops on Saipan. No clear proof exists to clear up the debate. More likely, the plane ran out of gas and ditched into the ocean. It is a great unsolved mystery. However mysterious her life's end may be, her life's accomplishments are clear. She left behind a rich legacy of aviation records and has been an inspiration to many adventurers. She advanced the concept of equality between the sexes. She is quoted as saying, "When a great adventure is offered you, you don't refuse it! That's all!"

## HARRIET TUBMAN (1820-1913)

HARRIET TUBMAN was born into slavery in Maryland. Her early childhood and younger years are not well documented. We do know she was married to a free Black man and when she was about to be sold off the plantation she decided to run away. Her husband refused to join her. Harriet fled with some other slaves, leaving her husband behind. She was the only one to make it to the North. She was FREE!

Because of her personal experience she decided to try to free others. She became a "Conductor" on the "Underground Railroad." She was responsible for freeing over 300 slaves. She became so well known that at one time there was a $40,000 reward offered for her capture.

During the Civil War she was a very active and successful spy for the North. After the war she started an orphanage and helped the elderly. She also was involved in starting Freedmen's schools for the newly freed Blacks in the South. Harriet always worked for women's right to vote.

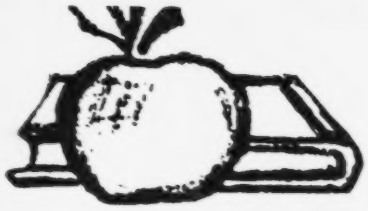
At the age of eighty the U.S. Congress granted her a pension, an honor bestowed on very few people. She never stopped working. She was a credit to her people, her sex, and her nation. She died at the age of 92 having lived a very active and productive life.

## HARRIET QUIMBY (1875-1912)

HARRIET QUIMBY was an early pioneer aviator. She was a demonstrator for an aviation school. She was a bit of a charactor because of her fondness of wearing a purple satin flying suit accented with flashy jewelry. In 1911, she flew to Mexico. During the flight, she came up with the idea of flying solo across the English Channel.

A London newspaper gave her financial backing to fly to France. She bought a monoplane and planned to ship it to Hardelot, France but bad weather stalled the flight. Harriet secretly had the plane shipped to the English Dover Heights. She then flew solo to France. She was the first woman to do so.

Less than three months after her record setting flight her plane crashed near Boston. She was killed. You can be sure than Amelia Earhart knew about Harriet Quimby and appreciated what she had done for women and aviators.



MARY MCLEOD BETHUNE (1875-1955)

MARY MCLEOD BETHUNE was born the fifteenth of eighteen children. She was the first child in the family to be born free. The older children were all born into slavery. Mary did very well in school and was given a six year scholarship to a seminary in North Carolina.

After the seminary, Mary went to the Moody Bible Institute in Chicago. There she discovered and held all her life, the love of teaching. She was a gifted teacher. She said, "The drums of Africa still beat in my heart, they will never let me rest while there is a single Negro boy or girl without a chance to prove his worth."

She married a fellow teacher, Alburtus Bethune. They taught in private schools. Black children were not allowed to receive public education. In 1904 Mrs. Bethune opened her own school. In 1923 the school merged with Cookman College and became Bethune-Cookman College. Mrs. Bethune served as president of the school until 1942.

Her additional accomplishments included being very supportive of the Nineteenth Amendment as well as working hard to get lack people to register to vote. In 1935, Mary founded the National Council of Negro Women. Mrs. Bethune wrote weekly articles for two newspapers and served as an advisor to the Minority Affairs Committee to Franklin D. Roosevelt. She also was an official consultant to the United Nations.

In 1954 the Supreme Court ruled that segregation, separate schools for Blacks and Whites, was illegal. Mary Bethune was said to have leaped out of her chair and shouted for joy! Her life-long goal of equal education for all citizens had been realized.

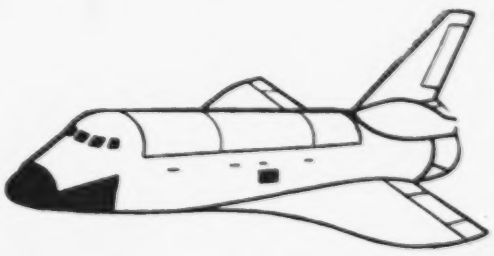
CHRISTA MCAULIFFE (1948-1986)

CHRISTA MCAULIFFE was chosen to be the first teacher in space. She taught high school social studies in Concord, New Hampshire. On January 28, 1986, she and six other astronauts, among them mission specialist and electrical engineer Judith Resnik, were killed when the space shuttle CHALLENGER exploded after liftoff.

Christa McAuliffe's example continues to live on after the tragedy of her death. Her mission was simple. She was to reawaken the American pioneer spirit by proving that the space program was for everyone. Christa's optimism touched all of America.

She never called herself an astronaut, just a "space participant." She was so very human, missing her home and children all the while she was away training for the mission. Yet she was an adventurer who believed in taking risks. She was not fearful of the dangers in space flight.

The malfunction and destruction of the CHALLENGER was the kind of dehumanizing that Christa McAuliffe wanted to change. In her death this mother, wife, and teacher taught all of us more about courage, values, and hope. She accomplished her mission.



## ABIGAIL ADAMS (1744-1818)

ABIGAIL was never allowed to attend formal school because in her day females did not, and were not allowed to attend public schools. Her relatives, however, taught her to read. Her family had a large library and encouraged her to read, think, and discuss politics and current events.

At nineteen, she married a young lawyer named John Adams. His work kept him away from home. Abigail had to take responsibility for their farm, family, and the business. She had John, who was now in England a lot, send her items hard to get in the colonies. She in turn, would then sell these products to her neighbors.

Women's education was very important to Abigail. She wanted equality for women. She asked for new laws to help women and men alike. She wrote "No one should buy, sell, or own another person." She knew slavery was wrong and made her opinion known. She was a great letter writer, over 2,000 in her lifetime.

After the Revolutionary War, John was appointed Commissioner to France. This service was valuable to Abigail as she learned the grace and charm of the European culture. She was a great balance for John's bluntness and tactlessness.

John was elected the second President of the United States. The Adams were the first family to occupy the White House. Abigail helped launch society into the new capital. After the President's term of office, the family returned to farm life but were greatly respected. Seven years after her death, her son, John Quincy, became President. In 1985, a stamp was issued to honor Abigail Adams and her contributions to the United States.

SUSAN B. ANTHONY (1820-1906)

From the time she was a young girl, in the 1800's, Susan B. Anthony felt uneasy that women were not treated as equals to men. As a seventeen year old female teacher she was paid $2.50 a week, exactly half the salary paid to the male teacher who had recently held the same position. Susan felt that this was unfair. She believed teachers should get paid the same, regardless of sex.

Susan B. Anthony felt that women had a right to be heard. So she began speaking up at teachers' meetings. She also spoke in public against slavery. Just as she felt Blacks should be treated as equals to Whites, she felt women should be treated as equals to men. Susan B. Anthony, and other women who spoke out, were brave among egg throwing, threats, noise and being chased out of town.

Anthony, at the age of 33, decided to vote in the 1872 Presidential election. She and three "sisters" walked into the polling place to register to vote. An election officer told them, "It's against the law for women to vote." After a long discussion, they were allowed to register. Soon other women found the courage to register to vote. But two weeks later, a U.S. Marshall came to Susan B. Anthony's door. He had a warrant for her arrest. The charges against her, voting.

Supporters of women's rights and reporters packed the courthouse the day of her trial. A Supreme Court judge would hear the case. It would take only two days.

The prosecution gave reasons why Susan should be found guilty. "Women belong in home raising children." "Men are better able to choose leaders to run our country." "The laws do not permit women to vote. She broke the law, so she must be punished."

Susan B. Anthony's lawyer asked if she could testify in her own defense. She was denied. Women were not allowed to speak in court. Susan's lawyer stressed that Susan was a citizen entitled to all the rights of a citizen including the right to vote.

Without deliberation, the judge said to the jury, "I direct that you find a verdict of guilty." Anthony and her lawyer were shocked. The jury was embarrassed. The trial was over. She would be sentenced the next day.

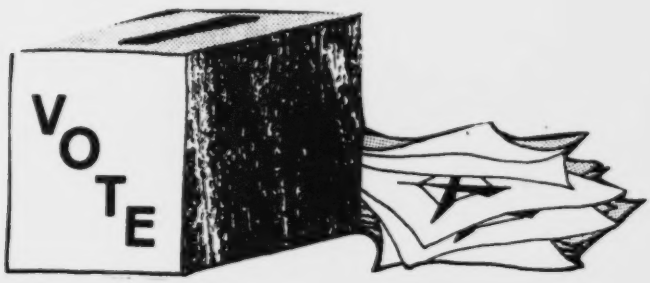
Upon sentencing, Susan B. Anthony told the judge what she thought of the trial. Reporters penned every word she said. The angry judge tried to stop her, but Susan's clear strong voice went on to explain her rights as a citizen; and how the courts are biased against women. ". . . . all laws are made by men, in favor of men and against women . . If a law is wrong, I believe a person does not have to obey it. There were laws that said it was a crime to help a slave escape, but there were many who thought this law was wrong. They helped slaves to freedom, even though they could have been given a $1000 fine and six months in jail. Just as slaves who wanted freedom had to take it, despite unjust laws, so now, women who want the right to vote must take it, and I have taken mine and I mean to take it at every possible opportunity."

The furious judge sentenced Susan to pay a $100 fine plus the cost of the trial. Anthony replied, "Your honor, I shall never pay a dollar of your unjust penalty." She never did.

Other women followed her example. They voted and were arrested. They gathered signatures on petitions that demanded the vote. They lobbied men in government for their support of women's suffrage.

Women marched. They endured ridicule and harassment. They picketed the White House and were put in jail. Some women went on hunger strikes. They continued to speak out.

There were some men who supported women's causes. They helped by holding meetings to try to convince other men to favor women's right to vote. They wanted to be fair to all people, just as Susan B. Anthony wanted equality for all people. Susan B. Anthony helped win the vote for 20 million women.



A DAY TO CELEBRATE!!!! FEBRUARY 15 IS SUSAN B. ANTHONY'S BIRTHDAY

## WOMEN HAVE ALWAYS STRUGGLED FOR FULL AND EQUAL POLITCAL RIGHTS

### CASE STUDY: SUSAN B. ANTHONY

OBJECTIVES: Students will: Explain why it was important for women to have the right to vote.

Give reasons why women were denied the vote.

Describe methods used by women to get the vote.

Explain the importance of Susan B. Anthony in the fight for suffrage.

PROCEDURE:

1. Dialogue between teacher and students. Provoking Questions: How do we choose members of Congress who make the laws? What groups have ever been denied the right to vote? Which group always had the right to vote? Why would this group want to deny the right to vote to other groups? How do you think women won the right to vote?
2. Introduce reading about Susan B. Anthony, suffragist. Also reading on The Seneca Falls Convention would aid the discussion.
3. Other possibilities: role-play about Susan's arrest; organize a demonstration in favor of women's right to vote; debate on Susan B. Anthony's (and Martin Luther King, Jr.) position that it is right to break unjust laws.

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### SUSAN B. ANTHONY

CELEBRATE SUSAN B. ANTHONY'S BIRTHDAY, FEBRUARY 15

QUESTIONS: SUSAN B. ANTHONY

1. Why did Susan B. Anthony think that her teaching job was unfair?
2. Explain why you think Susan B. Anthony broke the law and voted. Should she have done that?
3. Should the judge have fined her $100? Explain.
4. List four ways in which women worked to win the vote.

## SHIRLEY CHISHOLM (1924- )

Shirley Chisholm is a fighter; a fighter of her own poverty, for her Race, to overcome a speech defect and to become educated. She was born in New York, both her parents were from Barbados. The family was poor. Because of their poverty Shirley's mother moved the children back to Barbados to live for seven years under their grandmother's care. When Shirley was ten the family was reunited in New York.

Shirley graduated from college in New York. She took a job as director of a daycare center. She was interested in changing things and improving people's rights. She figured that the best way to accomplish her goals was to serve in the state government. Thus Shirley Chisholm became the first Black woman, to be elected to the House of Representatives.

While a member of the House she fought for health care, child care, urban housing improvements, and equality. In 1972 she ran for President. She didn't win, but she tried. Currently she is teaching, lecturing, and writing. Shirley Chisholm is working and fighting as she has been her entire life.

## ADA DEER (1935- )

ADA DEER is a Menominee Indian from Wisconsin. She was born on the Menominee Reservation. When she finished high schol her tribe gave her a scholarship to college. She became the first person from her tribe to graduate from the University of Wisconsin.

Ada valued this fact and the opportunity it gave her to pay back her tribe. She went to graduate school in New York and earned a Masters Degree in social work from Columbia University.

The Menominee tribe was in trouble. They needed a leader to help them fight for their land and their civil rights. They chose Ada Deer because of her education and knowledge of government inner workings.

They wrote a new law that would guarantee their rights. Ada worked hard speaking and lobbying for the Menominee's law. In 1973 the Menominee Restoration Act was passed by the U.S. Congress. It restored their land and their rights as a tribe. Other tribes have since learned from Ada Deer's example and are petitioning for the restoration of their lands and rights. Also in 1973 Ada Deer became the first woman chief of her tribe.

In 1978 and 1982 she ran for state office. She was the first Indian to run for such a high office. In 1982 she won the Wonder Woman Foundation Award for "Women Taking Risks." She is credited with having compassion, honesty, courage, strength, and wisdom.

Today Ada Deer teaches at the University of Wisconsin. She has plans to take more political risks. Perhaps one day we will have Senator Ada Deer?

## ANGELINA AND SARAH GRIMKE

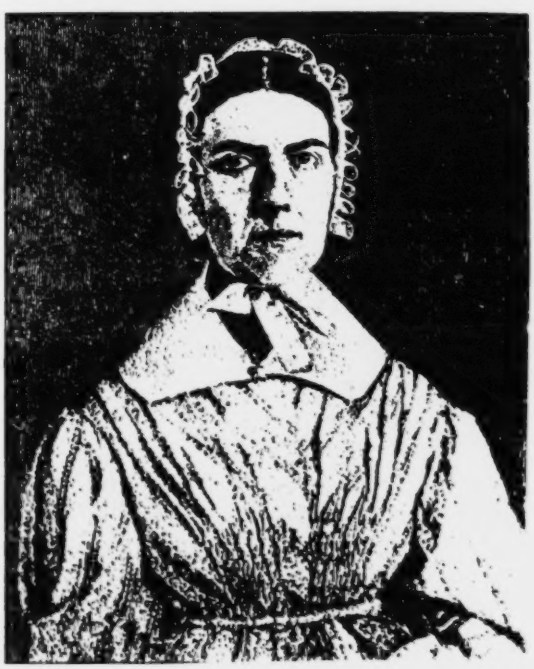
THE GRIMKE sisters were born into luxury on a South Carolina plantation. Early in their lives they were troubled by slavery and did their best to improve slaves' lives. They met with disapproval. One of their biggest problems was that women were not expected to take part in government and politics. They were not supposed to speak to mixed audiences. They moved from the South to the North where they would find the support of more poeple who shared their beliefs.

In February, 1838, Angelina became the first woman to speak before a legislative gathering. For her boldness she was nicknamed "Devilina." She took it all in stride because she knew she was speaking for all women.

The sisters worked very closely and seemed to be very comfortable sharing the spotlight and the despair. In the beginning they worked speaking against slavery. They were effective because they were Southerners talking about slavery. Most of their followers were women who did not have the right to vote, but they sent so many petitions to Congress that they began to be noticed.

The Grimkes told women that they were powerful and could change society. The Grimkes also wrote many articles, essays, and books. They wrote the first study of women's rights in America. The sisters inspired the Seneca Falls Convention as well as Elizabeth Cady Stanton and Susan B. Anthony.

Living almost a century, they helped end slavery and advanced the rights of women. They really believed in expanding the rights and freedoms of both men and women. The Grimke sisters worked for human rights.



## FANNIE LOU HAMER (1917-1977)

When FANNIE LOU HAMER was forty-five years old she found out she had the right to vote. This changed her life. From that time onward she worked for her people to register to vote and use their power to vote to improve their conditions.

Her childhood was hard and poor. She was the last of twenty children. She did field work and had little education.

The day after she learned she could vote Fannie Lou and eighteen other Blacks went to register to vote in Mississippi. In 1962 this was a very brave move! She was arrested on her way home. She was subsequently forced to leave the home she had lived in for ten years and told that Mississippi was not ready for Blacks to vote. Well Fannie Lou was ready to vote! And she lost her home and job in her fight to secure that right.

From 1962 to her death in 1977 she spoke up for voter registration and for Blacks to take an active part in their government. She traveled widely, always spreading the word to get active in politics. She was shot at, jailed, beaten, and cursed. She wouldn't move from Mississippi or the South as she said "I ain't goin' no place. I have a right to stay here. With all my parents and grandparents gave to Mississippi, I have a right to stay here and fight for what they didn't get." And she did.

She worked to see a unified Democratic Party with Blacks and Whites working together. She lived to see it. Fannie Lou hated the poverty and lack of food so many rural Southerners faced so she collected food to distribute to the needy people in Ruleville. They started a 600 acre cooperative vegetable and animal farm called the Freedom Farm Co-operative. Their slogan was "Hunger has no color lines."

Toward the end of her life her friends built her a new house. She was only sixty years old when she died. She lived through many changes within the American society. She helped make these changes. She said, "Hate is something destructive; if I hate you, then we're just two miserable people."

# DOLORES HUERTA

Farmworkers are among the poorest yet most important people in our country. Farmworkers plant, care for, and harvest crops. The pay is low and working conditions are poor. Cesar Chavez, a farmworker, became the leader of the United Farmworkers Union, an organization which demanded good pay and healthy working conditions.

In 1962, Chavez asked Dolores Huerta, a Chicana mother of seven children, to help lead the struggle for farmworkers' rights. She moved to Delano, California, to the union headquarters. She had to work in the fields during the day and as United Farmworker's secretary at night to afford to feed her family. Life was difficult, but she was proud to help her people.

In 1963, the grape pickers went on strike. They asked all Americans to support their strike by not buying any grapes. "Don't eat grapes!" became a national slogan. Dolores Huerta, now Vice-President of the United Farmworkers Union, and her children, traveled all over the United States telling people about the strike, and asking for contributions of money, food, and clothing to help the strikers. She asked people to boycott grapes.

Many Americans helped by not buying grapes. Finally, the growers gave up. They agreed to pay more money, to provide toilets, and drinking water in the fields. They would be more careful with insecticides so that farmworkers would not be poisoned by them.

The farmworkers went back to work under a union contract. The grape boycott was successful. Cesar Chavez and Dolores Huerta were/are important leaders.

SOURCE: "La Chicana" Instructional Materials, United School District 9 30 77, California

QUESTIONS FOR REVIEW:

1. How did farmworkers try to get better working conditions?
2. How did Dolores Huerta help the grape pickers?
3. Why did the grape pickers decide on a boycott as their method of protest?
4. How has Dolores Huerta's life been different from most other women who have seven or more children?
5. Vocabulary: Chicana, insecticide, strike, picket, and boycott.

## BELVA A. LOCKWOOD (1830-19 )

In 1884 BELVA A. LOCKWOOD, a prominent attorney, was a candidate for President of the United States. How could she have done that? Women didn't even have the right to vote! Lockwood's presidential goals were far ahead of her time, as were her ideas of equal rights regardless of sex, race, or nationality.

Belva Ann Bennett was a determined child born into a poor New York farming family. At fifteen she graduated from the district school and began teaching there. She complained to her supervisor that her pay was unfair because she was receiving half that of the male teachers. His reply was that he would not increase her pay because her work was not equal to a male teacher. She would always remember this injustice.

Belva graduated from Gasport Academy (NY) and went on to enter Genesee Wesleyan College (later Syracuse University), which had just begun to admit women. She wanted to educate herself for independence and a gainful career. When she finished college in 1857 she taught, supervised, and began gym classes for females in a New York school. During this time she met Susan B. Anthony. This contact kindled Belva's desire to continue to push for equality between the sexes. From here on she was linked to the suffrage movement.

In 1866, Belva and her daughter, from a first marriage in which her husband died, moved to Washington, D.C. There she opened one of the first private co-educational schools in the area. Lectures on women's rights and temperance were frequently heard in the school's halls. Belva's second marriage in 1868, to Ezekiel Lockwood, allowed her to pursue her ambitions more closely. Ezekiel gave up his dental practice to run the school that Belva had established.

In 1870, Belva received a second degree from Syracuse and soon began to study law. She applied to the law school at Columbian College and was rejected because her presence "would be likely to distract the attention of young men." She graduated from National University Law School under opposition from her fellow male students Belva wrote to President Ulysses S. Grant, who also was president of the school, to demand her diploma. In May 1873, she accepted her diploma as one of the first female attorneys in the U.S.

She staffed her law office entirely with women. Her business was very successful. However, there were obstacles. In 1876 she was denied admission before the Federal Court of Claims because she was a woman. The same verdict carried true of the Supreme Court. She would just have to try to change the law. She lobbied, drafted bills, and finally in 1879 was able to see the passage of a bill allowing women lawyers to pursue their cases through the highest courts of the land.

Lockwood's nomination in 1884 as the presidential candidate of the Equal Rights Party took her by surprise. The only previous campaign of a woman for President, Victoria Woodhull in 1872, had ended with the candidate in jail. But Belva ran because she believed the publicity would help women's rights and suffrage. The press ridiculed her hairstyle and use of a tricycle to commute to work. Susan B. Anthony's National Woman Suffrage Association did not back Belva. Despite these problems she managed to gain over 4,000 votes.

In the 1890's Belva Lockwood centered her career around world peace. She had always regarded peace as closely related to women's rights. Her grasp of international affairs, ability to speak four languages, and poise made her a leader in the peace movement. Unfortunately Belva has been forgotten or never heard of by most of us. She opened many doors for women by her courage and determination.

"Born a woman, with all of a woman's feelings and intuitions, I had all of the ambitions of a man, forgetting the gulf between the rights and privileges of the sexes."

Belva Lockwood, LIPPINCOTT'S 1888

## FRANCES PERKINS (1882-1965)

FRANCES PERKINS was the nation's first woman cabinet member. She served as Secretary of Labor for President Franklin D. Roosevelt. The Department of Labor building in Washington, D.C. is named the Frances Perkins Builiding. Her accomplishments were: the initiation of federal aid to the state for unemployment relief, public works programs, minimum wage and minimum hours laws, and the Social Security Act.

When asked if she thought being a woman was a handicap she said, "Only in climbing trees!" She had a no nonsense approach that made her very effective at getting things done. She made many enemies. As a result the House voted to impeach her in 1939. President Roosevelt gave her unfailing support. The House Judiciary Committee found no grounds for impeachment and threw out the case.

Twice she tried to resign but President Roosevelt convinced her to stay on. After his death though she did retire from government service. But Harry Truman talked her into re-entering government service to be on the Civil Service Commission.

Frances Perkins' devotion to trying to solve social ills, problems of the workplace, and interest in securing a quality of life for workers makes her an outstanding woman in government.

## JEANETTE RANKIN (1895-1973)

JEANETTE RANKIN was the first woman elected to Congress. The year was 1926. She was a pacifist and voted against war. She voted against WWI and WWII. No other member of the House or Senate did that!

She was elected to the House before women were allowed to vote. Her popularity suffered because of her anti-war stand. She simply said, "War is dumb." Jeanette, a Republican, also worked for suffrage, birth control and child labor laws. Throughout her years in the House, and her miles of travel to India (seven times), she remained a pacifist. She was greatly influenced by Gandhi's teachings.

In 1941 she was the only person to vote against going to war. She said, "As a woman, I can't go to war, and I refuse to send anyone else." in 1968 she lead 5,000 women in the Jeanette Rankin Brigade march on Washington, D.C. to protest the Vietnam War. She was 87 years old at the time!

ELEANOR ROOSEVELT (1884-1962)

ELEANOR ROOSEVELT was a writer, educator, policitican, mother, businesswoman, and great humanitarian. She was known as the "First Lady of the World."

As a child she had it all; money, travel, a loving family and social status. But she remembers it as sad and lonely. Her father had a drinking problem and her mother died of diphtheria. Eleanor went to live with her grandmother. She was alone most of the time. She was schooled at her grandmother's house by tutors. She was given ballet lessons because Grandmother Hall thought Eleanor was awkward. At fifteen, she was sent to Allanwood, and English boarding school. During vacations she independently made travel plans to see Europe. She always loved to travel.

In 1905 she married her fifth cousin, Franklin Delano Roosevelt. Her uncle, who was then President of the United States, gave her away at the wedding. After her wedding, Eleanor occupied her time by teaching classes in current events at Todhunter school. She represented the American Red Cross when she traveled to visit military troops. After one of her visits Winston Churchill said, "You have certainly left golden footprints behind you."

Franklin and Eleanor had five children. In 1910, Franklin went to Albany as a New York state senator. Later he went to Washington D.C. as Assistant Secretary of the Navy. He was away from Eleanor so long that she had to find more meaningful projects to keep her occupied. She knew many social injustices existed in the U.S. so she began her life long work to improve human rights and opportunities. Women could not vote, children worked twelve hour days, coal miners risked their lives in dangerous tunnels, and Black Americans lived in segregation; these were all issues that Eleanor Roosevelt would confront during her lifetime.

Polio struck Franklin. This made Eleanor even more politically and socially active. After he recovered enough, Franklin ran for and was elected Governor of New York. In 1932 he was elected United States President for the first of many years. Eleanor was very active during this time, trying to help those crushed by the depression. She began working with the NAACP (National Association for the Advancment of Colored People) to secure equality.

Franklin Delano Roosevelt died in 1945 and Eleanor became even more active. From 1945-1951 she served as a delegate to the United Nations. She served as chairperson for the U.N. Human Rights Commission. She helped draft the Universal Declaration of Human Rights. This was perhaps her crowning achievement.

She worked tirelessly for the underprivileged and minorities in America and throughout the world. Adlai Stevenson said of her, "What other single human being has touched and transformed the existence of so many? She would rather light a candle than curse the darkness. The candle still burns."

## SOJOURNER TRUTH

SOJOURNER TRUTH was an electrifying speaker who spoke out passionately for women's rights. She also had been active in aiding slaves to escape from their bondage in he South. She was a forceful speaker.

During her speeches she often pointed out how people were very interested in the Black man's rights but ignored the Black woman. Men got their right to vote, but women did not. For Sojourner, equality never came.

As Sojourner traveled she saw the large white buildings in the nation's capital and exclaimed "We helped to pay this cost!" She was paraphrased as adding:

> We have been a source of wealth to this republic. Our labor supplied the country with cotton, until villages and cities dotted the enterprising North for its manufacture, and furnished employment and support for a multitude, thereby becoming a revenue to the government...Our nerves and sinews, our tears and blood, have been sacrificed on the altar of this nation's avarice. Our unpaid labor has been a stepping-stone to its financial success. Some of its dividend must surely be ours.

Sojourner Truth met with double prejudice. Often she responded to her critics with style.

> That man over there says that women need to be helped into carriages and lifted over ditches, and to have the best place everywhere. Nobody helps me into carriages or over puddles or gives me the best place...and ain't I a woman? I have ploughed and planted and gathered into barns and no man could head me. And ain't I a woman? I can work as much and eat as much as a man-when I could get it- and bear the lash as well. And ain't I a woman? I have borne thirteen children and seen most of 'em sold into slavery, and when I cried out my mother's grief, none but Jesus heard me. And ain't I a woman?

The issue of women's suffrage was set aside in the nineteenth century. Not until several decades later was there another feminist voice to force the question of women's rights into the public's eye and heart.

SARAH WINNEMUCCA (1844-1891)

SARAH'S original name was Thoc-me Tony, which meant "shell flower." She was born in 1844 in the area that would become the state of Nevada. She was the granddaughter of the Paiute Chief, Truckee. Sarah's early life was that of following the seasons for available food. Her tribal members were fathers, hunters, and fishermen. Sarah's grandfather was a guide to the newly arriving wagon trains.

As a teenager, Sarah went away to school. She did not stay in school very long because the White students' parents did not approve of an Indian girl attending school with their children. So Sarah returned to her tribe where she taught herself to speak both English and Spanish.

The U.S. Army moved the Paiute nation to a reservation. Here Sarah's grandfather died. She then took up the task of trying to regain her tribe's land. She spoke in Washington D.C. and met President Hayes who was impressed with her speaking abilities. She spoke to Congress. A law was passed that gave Paiutes the freedom to leave the reservation to live freely on their land. The jubliant tribe crowned her a chief. However, once more the laws were not enforced. Her people were not allowed to leave the reservation.

After Sarah died, her people continued to use the courts and U.S. government systems to win their land back. After fifty years they finally received some land. But by then many of the Paiutes had lost hope.

Sarah Winnemucca dedicated her life to the Paiutes and tying to restore their land. She left them her plan for legal action. Her model is still followed by Paiutes and other Indian tribes today.

SARAH WINNEMUCCA'S

SPECIAL COURAGE

She put aside her pain and anger to work for her people's survival during the Bannock War.

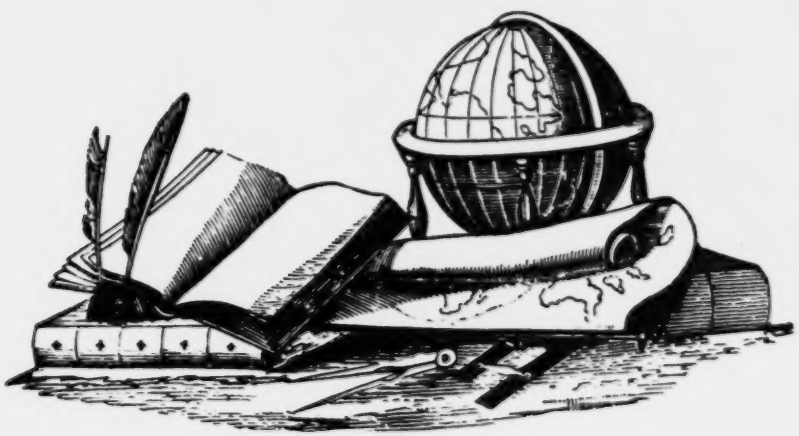
## FRANCES WILLARD (1839-1898)

FRANCES WILLARD knew how to organize people in a united cause. During the late 19th century, she influenced reforms in the areas of labor, prisons, welfare, women's suffrage, and temperance. She led over 200,000 women in the Women's Christian Temperance Union.

As a child growing up on the Wisconsin frontier, Frances was an independent tomboy. Later she graduated from college. She became an educator and first American woman college president at Evanston College for Ladies. In 1874 she became active in the Women's Temperance Union. By 1879 she was President of National W.C.T.C. until her death in 1898.

Frances had two major problems which she hoped to solve. One was alcohol abuse and the other was women's suffrage. She felt that the two were connected if women could vote they would vote for temperance laws. By getting the vote women would gain power, independence, and help reduce alcohol abuse. So the women marched, prayed, and "attacked" saloons. The Union was also active in community affairs, lobbying for legislation, and publishing tracts on suffrage and temperance. Later in her life Willard changed from pushing for complete prohibition of alcohol to the need for education in alcohol abuse.

Frances Willard was a persuasive speaker. She challenged women to become social reformists and politically active in improving conditions around the world. Frances Willard worked for any change that would help women and children. She helped bring women into the American political system through social activism.



MORE WOMEN

JANE ADDAMS (HULL HOUSE) was often misunderstood and became the subject of much hatred and condemnation during her many years of work for social reform. Explain what was the cause for these negative feelings by many people.

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MARIAN ANDERSON What was the occasion for Anderson presenting her concert in front of the Lincoln Memorial and how did it symbolize all that she hoped to represent?

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It's been said that the movement for women's rights and the anti-slavery movement might have had different outcomes had they not both been in the public eye at the same time. Trace the history of both movements and discuss how the two, though different in goals, did much to help each other.

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SALLY RIDE Why did NASA lift its ban on allowing women in the space program?

---

MARGARET CHASE SMITH How did she first become a member of Congress? What do you think she would think of Geraldine Ferraro's unsuccessful attempt to win the Vice-Presidency of 1984? The "Quiet Women" was not quiet when she felt the need to stand up for her beliefs and criticize those she felt were in the wrong. What "attacks" did she launch during her tenure in office?

---

HARRIET BEECHER STOWE Historians often point to "Uncle Tom's Cabin" as one of the causes of the Civil War. Abraham Lincoln said to Stowe when she visited him, "Is this the little woman who made the great war?" How could a book have such a powerful impact on society?

---

PEARL S. BUCK Why was her book THE GOOD EARTH an instant best seller? What was the story behind Buck's great reception by the people of Sweden when she went there to accept her Nobel Price for Literature.

---

ELIZABETH BLACKWELL Elizabeth Blackwell was a lady of determination and conviction. She built a clinic in a slum area in New York City. Why do you suppose she chose a slum area? Find out where women are today in the medical professions. How many women doctors are there? What percentage of doctors are women?

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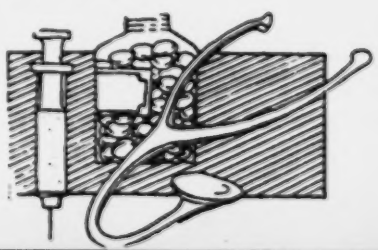

JANE FONDA Jane Fonda is best known as a movie star. However, she is also known for her activism during the 1970's. Research the issues she was involved with and the stands she took that made her such a subject of controversy.

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SANDRA DAY O'CONNOR One of the reasons Ronald Reagan chose Sandra Day O'Connor for the Supreme Court was her opinion on how federal, state and local courts should function. This opinion was concurrent with his own. What is her judicial philosophy? What complaints against her are there from her opponents?

NOTABLE WOMEN WITH DISABILITIES

SARAH BERNHARDT

ELIZABETH BLACKWELL

LAURA BRIDGEMAN

SANDY DUNCAN

NANETTE FABRAY

JUDY HEUMANN

HELEN KELLER

JILL KINMONT

DOROTHEA LANGE

JULIETTE LOW

VICTORIA ANN-LEWIS

MARY TYLER MOORE

EDITH NELSON

KITTY O'NEILL

WILMA G. RUDOLPH

HARRIET TUBMAN

FOR ADDITONAL INFORMATION:

Disability Rights Education and Defense
2212 6th Street
Berkeley, CA 94710

We Demand
JUSTICE

# OPTIONAL COMMUNITY/ SCHOOL ACTIVITIES

## MALE FEMINISTS IN THE U.S.

HENRY BROWN BLACKWELL (1825-1909): Henry was the brother of Elizabeth Blackwell, the first American woman to become a doctor. He was active in the anti-slavery movement before the Civil War. He married Lucy Stone, an outspoken feminist. They both worked for women's suffrage and rights.

EUGENE DEBS (1855-1926): Eugene was an American labor leader who ran as a presidential candidate for the Socialist Party five times. He and William Jennings Bryan (1860-1925) were strong advocates of women's rights. They supported women's suffrage when it was very unpopular.

FREDERICK DOUGLASS (1817-1895): Douglass was born a slave and escaped to the North. As editor of the newspaper THE NORTH STAR, his them was: "Right is of No Sex---Truth is of No Color." He was the only man to take part in the Seneca Falls Convention of 1848.

RALPH WALDO EMERSON (1803-1882): Emerson, a prominent poet and philosopher, spoke in favor of women's rights at the National Women's Convention in Boston in 1855. He urged for women's right to vote, to control their own property, and "to enter a school as freely as a church."

ASHLEY MONTAGU (1905- ): This anthropologist claimed that scientific evidence not only disproved women's inferiority but indicated areas of physical and mental superiority. He suggests that the oppression of women is due to men's jealousy of women's ability to give birth. He published the book, THE NATURAL SUPERIORITY OF WOMEN.

## LETTER TO POTENTIAL COMMUNITY RESOURCE WOMEN

November ____, 198_

Dear Friend,

Have you ever thought about the strong women role models you knew when you were a child? These women encouraged you to become whatever you dreamed. Most likely your role model was your mother, a teacher, or someone who cared for you.

Times have changed, and with the celebration of Women's History Week, school children of all ages now have the opportunity to spend at least one week of the year focusing their studies on the lives and accomplishments of American women of the past and present. Today's students have the chance to broaden their experiences, their thinking, and the way they interact with one another. To do that, however, the young need positive role models. They need to meet someone like you!

This year, and subsequent years hereafter, Washington State schools will coordinate a group of Community Resource Women for local National Women's History Week activities. We are reaching out to women who are making contributions to the life of our society, women who are breaking new ground, women who are interested in women's history or women's culture, active independent women, and women who are willing to share a part of themselves with school children. We are looking for women like yourself who might take a few hours out of their busy day to make a difference in the lives of our young people.

We hope you will decide to participate. If you can't be a community Resource Woman this year, you could help us by passing this information on to a friend. If you have any questions or want more information about this project, please call me at _____.

We are looking forward to having you participate as a Community Resource Woman for National Women's History Week, March ____-____, 1988. We hope to hear from you!

Sincerely,

PRESS RELEASE, RECRUITING COMMUNITY RESOURCE WOMEN

October ___, 198_ Contact_____

FOR IMMEDIATE RELEASE

COMMUNITY WOMEN SOUGHT FOR NATIONAL WOMEN'S HISTORY WEEK

QUICK! Name ten important people in the history of the United States. How many of those ten were women? After all, over one half of Americans are women. Why weren't you taught in school about the lives of women in past generations of American culture or the vast number of possibilities for women in contemporary society? The reason is that information was rarely available when most of us who are now adults were in school.

You can help give today's students a more complete picture of women's real lives and real histories. Women are being sought who will participate in National Women's History Week programs during the month of March. We need you to share your particular expertise with students and teachers.

You do not need to be a history expert. Every woman has something of value from her life to share with students in their classrooms. Past community women have given presentations about their childhoods, their aspirations, their present work, folk music, cooking, ethnic traditions carried on by women in their families, travel . . . and more. As a Community Resource Woman you could talk to a class about women in history, culture or politics, or work with teachers in an individual format.

You only need to call and more information will be given to you. If you feel a little uneasy about talking in front of a class, don't worry. Classroom teachers are available to answer any questions, give you pointers, or to help you prepare for this project.

If this project interests you, simply contact _____ at _____. You will gladly be given the full details about this important project.

## LETTER OF CONFIRMATION TO COMMUNITY RESOURCE WOMEN

October ____, 198_

Dear Friend,

Thank you for volunteering to help with National Women's History Week this year by becoming a Community Resource Woman for our schools! This project will help the week/month be a success.

Your name, address, phone number and the relevant details of your availability and interests will be forwarded to our contact teacher in one of the area schools. This teacher, and site principal, will encourage her/his faculty and colleagues to contact you directly to arrange the dates and times of your presentation.

When you are contacted by a teacher, be sure that you write down and save: the name of the teacher, the school and grade level where you will be presenting, the date and time arranged for, and the teacher's day and evening phone numbers.

A set of general guidelines is enclosed with this letter, which were developed at the request of previous Resource Women. These will give you a few ideas to consider in your organization.

This week of celebrating women's experiences is going to be exciting for everyone! I'm glad that you have chosen to join in the effort for National Women's History Week 198_.

In Friendship,

Projects Director

## TIPS FOR COMMUNITY RESOURCE WOMEN

1. Teachers will contact you directly to arrange for your appearance in their classroom. Try not to over commit yourself. If you must cancel, please give the teacher as much advance notice as possible.

2. When you are called by a teacher, be sure to write down the teacher's name, directions to the school, room number, the exact time of the class and its durations, the teacher's day and evening phone numbers, and any other information you might need about materials or equipment that you might want to use.

3. There are a number of issues which have come up for Community Resource Women in the past which you may want to discuss with the teacher before hand. These include:

- How many students are in the class?
- For the young, is it best for them to sit at their desks or on the floor near you?
- How much preparation will be done for your visit, what will the students already know of your topic, and what might they especially want to know?
- Ask the teacher to stay in the room during your visit.
- Who will be responsible for classroom discipline during your visit?
- If you have display items or things to pass around, ask the teacher how such things are normally done in that classroom.

4. Make sure that you are clear what you expect the students to learn from your presentation. Keep the language and length of the presentation appropriate for the age level. It is always better to talk somewhat over their heads and to ask them to tell you if they can't follow what you're saying.

5. Enthusiasm makes the difference! Students light up when speakers are dramatic. The younger the class, the more personal your presentation should be. The more variety the better. Be flexible, you might have to alter your plans as might seem necessary to keep their attention.

6. Use visual aids whenever possible. Wear the clothing of the activity you are discussing, take along tools of the trade or craft you represent, distribute business cards to each student in the class.

7. Encourage students to share their thoughts and opinions throughout your presentation. (Ask that they show hands and be called on before speaking.)

8. Speak loudly enough so that those in the back of the room can clearly hear you.

9. Ask students to summarize what you have said. What are their responses to what you have said? Write their replies on the board.

10. Be on time! Know how long you have for your presentation, and keep track of time while you are there. You want to use every minute to its fullest.

THANK THE CLASS AND TEACHER FOR LETTING YOU BE PART OF WOMEN'S HISTORY WEEK.

---

SCHOOL NAME _____

ADDRESS _____

_____

PHONE NUMBER _____

PRINCIPAL _____

CLASSROOM TEACHER _____

EVENING PHONE NUMBER _____

PRESENTATION DATE _____ TIME _____

ROOM NUMBER _____

FURTHER DIRECTIONS:

LETTER TO LOCAL SCHOOL SUPERINTENDENTS AND PRINCIPALS

_____August, 198___

TO: Local School District Superintendent and Principals

FROM: Local "Women in History" Coordinators

SUBJECT: National Women's History Week 198_

On March 8, 198__, women worldwide will celebrate International Women's Day. Coinciding with this international celebration, as proclaimed by the U.S. Congress, is National Women's History Week, March ___ to ___, 198___ Please designate this week on your school's academic calendars. We encourage each site principal to plan programs and lessons appropriate for this celebration.

The purpose of National Women's History Week is to raise all students' awareness of the enormous amount of women's history that has been left out of most history textbooks and courses. It is impossible to cover all of women's history in one week. Therefore, this well planned time should inspire students and teachers to question and search out more of their history. By understanding the various roles of women over time, your students will gain more realistic views of our present society.

Excellent booklets of curriculum ideas have been compiled for this project. They are available for your school's use without charge. Pages of the booklet may be reproduced to help students learn more about women in history. In addition, women from our communities will be recruited for use by your faculties as Community Resource Women during National Women's History Week, to serve as speakers on a wide variety of topics.

The staff of the Equal Educational Opportunities Commission (EEOC) and the writers of the available booklet titled "A Unit About Women" will be pleased to help teachers and administrators in planning lessons and programs during National Women's History Week, or in any other way that will make this project a success.

LETTER TO HISTORY DEPARTMENTS

Date:

Dear Friends,

Once again on March 8th we will join with other women and men around the world to celebrate International Women's Day. Since 1982, educators, historians and students across the country have joined together for National Women's History Week (198_; March ____-____). As a direct result, the U.S. Congress, and most State Legislatures annually proclaim National Women's History Week as a time for raising awareness of all students about the vast amount of women's history that has been left out of most history textbooks and courses.

A week of National Women's History activities sponsored by your department would be most appropriate. Such programs could serve the off-campus community as well as your own school population.

We would also like to encourage your female staff members to become Community Resource Women for the schools of our country during National Women's History Week/Month. As resource women they would indicate their availability to do classroom presentations on the topics of their choice.

Thank you for your consideration of these two requests. It would be great if we could work together on future programs for National Women's History Week this year!

Sincerely,

## POSSIBLE OBSTACLES AND PROBLEMS INTEGRATING WOMEN'S HISTORY

-the attitude that "pro-woman" is synonymous with "anti-male", sometimes leads men to feel overly defensive

-the fact that so many people, educators included, become bored by the thought of studying history

-the complexity of historic issues

-the conflicts within a multicultural nation, with resultant conflicts between women

-lack of resources/money support from parent-teacher-student organizations, local businesses, community women's organizations.

-lack of time the age old foe of every teacher!

-it may feel like what you are doing is only temporary. How can one teacher make up for a past of inequity? (Remember you are not alone.) It is quite impossible to cover women's history thoroughly in one month, but this exposure will inspire students and teachers to question further and to discover more about women's history.

Try to remember these issues as you proceed. Change of attitude and perspective can only successfully be achieved when people feel comfortable and safe. It is our hope that the materials and activities in this booklet will heighten community and student interest while enhancing their knowledge of women in United States History.

## CONCLUSION

The role women have played in U.S. history is similar to that of a thread running through a tapestry. Seemingly insignificant threads, although not readily visable, serve the crucial function of holding the greater multitudes of other threads together in order to form a radiant whole. From earliest times women have woven themselves into history as mothers, adventurers, peace-makers, and fighters for equality between the sexes and races. Women's progress certainly has not been easy, nor glamorous. Many have suffered and sacrificed for the advancement of a better way of life for all. Laws had to be written, laws had to be amended, and tremendous changes for women have come. More are certain to follow!

This UNIT ABOUT WOMEN is a small thread in the wonderful tapestry of women's history. There is a growing wealth of available information about women. The authors, Sandra and Lisa, grew up in different decades, Sandra in the calm Fifties, Lisa in the turbulent Seventies. They have combined their efforts to provide educators and students with a usable and well rounded vehicle to create an awareness and learning of women's history. The creation of this unit has been a learning experience for the authors which they don't expect, or want, to end. Hopefully, you will feel the same way after reading and using these materials; women's history is ongoing, for all of us.

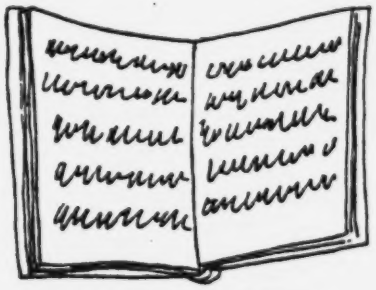
Sandra M. Bueler  Lisa M. Sullivan

# BIBLIOGRAPHY AND RESOURCES

## TEXTBOOK ANALYSIS STUDIES

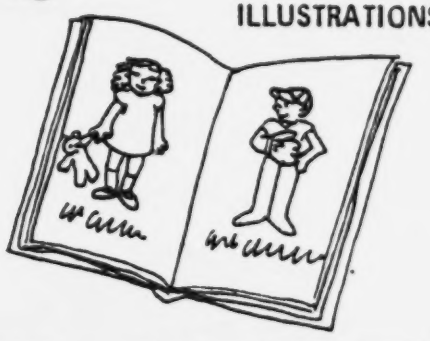
Look at

| | |
|---|---|
| Number | Males |
| Major Characters | Females |
| Career Roles | Ethnic Minorities |



in TEXT

in ILLUSTRATIONS

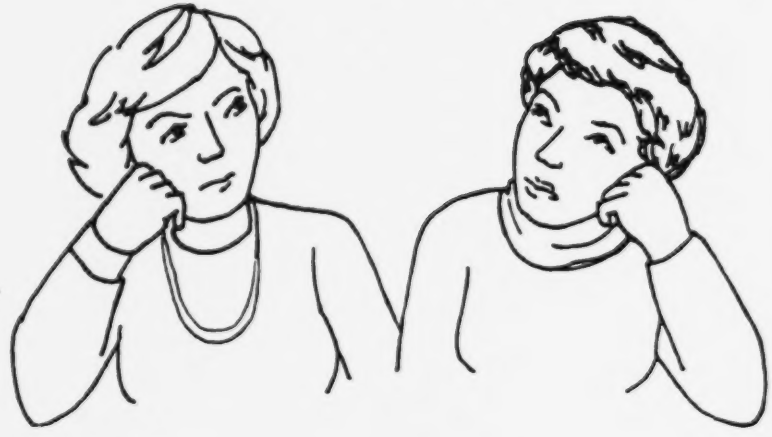


12 U.S. HISTORY TEXTBOOKS

•• 700 PAGES ••

1974 → 1 page devoted to women

1979 → 14 pages devoted to women



Source: Stereotypes, Distortions, Ommissions, The Council on Interracial Books for Children

## WOMEN TEXTBOOK CHECKLIST

Title _____
Publisher _____
Year _____ Grade Level _____

There are 35 criteria to be scored. The highest possible rating is 70. The lowest is -70. This text scores _____.

| | Incorrect Info. -2 | No Info. -1 | Omits This Period 0 | Limited Info. 1 | Full Info. 2 |
|---|---|---|---|---|---|
| 1. The original American women had considerable power within their own societies. | | | | | |
| 2. Native women were not the overworked "drudges" described by many white observers. | | | | | |
| 3. Pocahontas and Sacajawea were not typical Native American women. | | | | | |
| 4. The early European settlers included many women. | | | | | |
| 5. Textbook use of the English language obscures women's lack of human rights in colonial days and in the present. | | | | | |
| 6. Anne Hutchinson and other women challenged the male monopoly of religious leadership. | | | | | |
| 7. Women were imported to the colonies by London investors because their work and presence were profitable to business. | | | | | |
| 8. As indentured servants, imported as cheap labor by wealthier colonists, women were doubly oppressed. | | | | | |
| 9. Most non-enslaved women enjoyed a greater degree of economic and social freedom than did European women of that time. | | | | | |
| 10. Women played a key role in the Revolution. | | | | | |
| 11. After the Revolution, women's options and freedoms were curtailed. | | | | | |
| 12. Differences also sharpened between the lives of ordinary, and of rich, women. | | | | | |
| 13. From the earliest industrial era, women's labor was especially exploited. | | | | | |
| 14. Women's right to education, like all extensions of human rights, was achieved through a determined struggle. | | | | | |
| 15. Women reformers accomplished major changes in U.S. society. | | | | | |
| 16. Many advocates of abolition, a cause in which women activists predominated, were also advocates of women's rights. | | | | | |

(Continued)

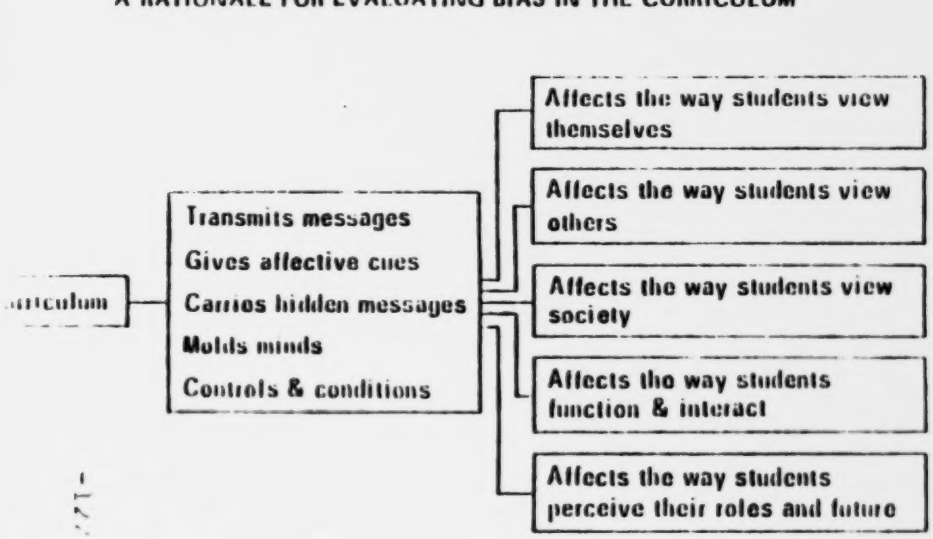
| | -2 | -1 | 0 | 1 | 2 |
|---|---|---|---|---|---|
| 17. The 1848 Seneca Falls Convention signified the historic start of the suffrage movement. | | | | | |
| 18. Because women lacked legal rights, alcoholism posed a greater threat to them than it did to men. | | | | | |
| 19. Enslaved Black women struggled against sexual, as well as racial, oppression. | | | | | |
| 20. Black women also resisted oppressive laws. | | | | | |
| 21. Women played a significant role in the Civil War. | | | | | |
| 22. Women were essential to the "settlement" of the West. | | | | | |
| 23. Wyoming and other western states granted women rights when it benefited the states to do so. | | | | | |
| 24. Many Black women were active social reformers in the late 1900's and early 1900's. | | | | | |
| 25. Women social reformers had significant impact upon aspects of urban life. | | | | | |
| 26. In the early 1900's women workers were especially exploited. Some organized, despite lack of union interest in their conditions. | | | | | |
| 27. The 1920 victory for women's suffrage represented years of costly sacrifice. | | | | | |
| 28. Suffrage did not succeed in making women equal to men. | | | | | |
| 29. The availability of birth control information was, perhaps, more important to women than suffrage. | | | | | |
| 30. The 1920's "flapper" era did not significantly liberate women. | | | | | |
| 31. White enthnic immigrants had greater chances for upward mobility than did Black women and men. | | | | | |
| 32. The great labor struggles of the 1930's actively involved women of all colors. | | | | | |
| 33. Women's labor has often been recruited, abused and discarded by business interests. | | | | | |
| 34. Poor third world women face triple oppression today. | | | | | |
| 35. Institutional change, not mere passage of the Equal Rights Amendment, is necessary to improve the status of U.S. women. | | | | | |

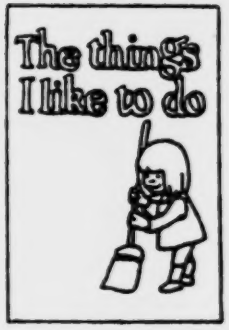
Total _____

Textbook Final Score _____

Copy for each student's use in assessing your school's history textbook. Report the results to the publisher, requesting a response. Share these results with school administration. (From: The Council on Interracial Books for Children)

## A RATIONALE FOR EVALUATING BIAS IN THE CURRICULUM


Curriculum
Transmits messages
Gives affective cues
Carries hidden messages
Molds minds
Controls & conditions
Affects the way students view themselves
Affects the way students view others
Affects the way students view society
Affects the way students function & interact
Affects the way students perceive their roles and future



## THE REALITY ABOUT STUDENTS IN TODAY'S SCHOOLS

51% are female

20% are members of a racial minority group (soon to be 25%)

10% are disabled

20% come from a single parent household

50% come from families in which their mother works

Source: Council on Interracial Books for Children

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## BOOKS RELATED TO WOMEN IN HISTORY

(Available at KJHS, and most schools.)

| | | |
|---|---|---|
| 920's | BUS | Superstars of Rock P. 145-180 |
| | BUT | Sports Heroes Who Wouldn't Quit P. 167-177 |
| | CHA | America's First Ladies 1789-1865 |
| | CRA | Four Women Who Changed History |
| | DAV | Women Who Changed History |
| | DEP | Seafaring Women |
| | EMP | Contributions of Women to Science |
| | GAR | Six Who Dared P. 45-53 |
| | GLE | Women in Writing |
| | GRI | American Indian Leaders P. 84-91, 123-128 |
| | GUT | Modern Women Superstars |
| | HAB | Women Pioneers of Science |
| | HAR | They Triumphed Over Their Handicaps P.42-55, 71-86 |
| | HAY | Aces. Heroes,and Daredeveils of the Air 147-157 |
| | HOL | 100 Great Women in Sports |
| | JAB | Famous Modern American Women Athletes |
| | KAT | Black People Who Made the Old West |
| | LAK | Golden Girls |
| | LEE | Women in Congress |
| | MAR | The Great Women |
| | NOB | Contemporary Women Scientists of America |
| | OLN | Modern Drag Racing Superstars 39-54 |
| | PIZ | Glorious Triumphs 30-42, 55-71 |
| | PRA | WWII Resistance Stories 23-38 |
| | RIC | Great Black Americans |
| | STE | They Took Their Stand |
| | STO | Famous American Women |
| | SUL | Superstars of Women's Track |
| | WAY | Women With A Cause |
| | WIL | Women in Archaeology |
| | WIL | Demeter's Daughters: Women Who Founded America 1587-1787 |
| 921's | ABZ | Bella Abzug |
| | ADA | Joy Adamson's: The Searching Spirit |
| | ADD | Jane Addams of Hull-House by Wise |
| | ALC | Invincible Louisa by Meigs |
| | ALO | Alicia Alonso by Siegel |
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| | BLU | Judy Blume's Story by Lee |
| | BOO | Debbie Boone by Eldred |
| | BOU | Cameras and Courage by Noble |
| | BUT | As the Waltz was Ending by Butterworth |
| | CAS | Raising a Racket: Rosie Casals by Thacher |
| | CHI | Shirley Chisholm by Brownmiller |
| | CHR | Agatha Christie by Christie |
| | CRA | Prudence Crandall: Woman of Courage by Yates |
| | DOM | The Road From Home by Kherian |
| | DUN | Chapters: My Growth as a Writer by L. Duncan |
| | DUN | Katherine Dunham by Haskins |

921's EAR What Ever Happened to Amelia Earhart by Blau
ELF The Girls of Huntington House by Elfman
EVE Chris Evert: Young Champion by Haney
FRA Anne Frank: The Diary of a Young Girl
FRE Jane Frederick: Pentathlon Champion by Emert
GAN Indira Gandhi by Carras
GAN First Lady of India: Indira Gandhi by Wilmoxen
GOO Jane Goodall: Living Chimp Style by Fox
GOO Evonne Goolagong: Smasher from Australia by May
GUT Janet Guthrie by Fox
HAM Dorothy Hamill: Olympic Champ by Steenwyk
HAW A New England Love Story by Gaeddert
HOL Don't Explain by DeVeaux
HOR Lena Horne by Haskins
JAC Make a Joyful Noise Unto the Lord
JEM Indian Captive: Mary Jemison by Lenski
JOH Pauline Johnson American Indian by Hartley
JOR Barbara Jordon by Haskins
JOS Empress Josephine by Vance
KEL The Story of My Life by Keller
KEL The Helen Keller Story by Peare
KEM Fanny Kemble's America by Scott
KEN Rose Kennedy by Eldred
KIN Queen of the Court: Billie Jean King by Germne
KOR Olga Korbut by Smith
LAF Homeward the Arrow's Flight by Brown
LLO CHRIS ! (Evert Lloyd) by Hahn
LON Alice by Teichmann
MAR Mary I by Roll
MEA Margaret Mead by Ludel
MEI Golda Meir by Davidson
MEI Golda Meir by Keller
MIN Liza Minnelli by Paige
OAK Annie Oakley by Alderman
OCO Justice Sandra Day O'Connor by Bentley
OLI Odyssey: Susan Oliver by Oliver
PAV Anna Pavlova by Austin
POC Double Life of Pocahontas by Fritz
REV Alesia by Greeves and Revis
ROG Angel Unaware by Rogers
ROO Eleanor Roosevelt by Whitney
ROS I'm Gonna Make You Love Me by Haskins
SAC Sacajawea by Skold
SAN Margaret Sanger by Topalian
TAL Maria Tallchief by Gridley
TRU On With My Life by Trull
TRU Sojourner Truth by Ortiz
TUB Harriet Tubman by Petry
VIC Queen Victoria by Young
WHI Narcissa Whitman by Allen
YAT My Diary, My World by E. Yates
ZAH Zaharias! by Hahn
ZAH the Babe: Mildred Didrikson Zaharias by Smith

## ASIAN/PACIFIC AMERICAN RESOURCES

### ORGANIZATIONS:

ARC Associates, Inc., 310 Eighth St., Suite 220, Oakland, CA 94607.

ASIAN WOMEN UNITED, 170 Park Row 5A, New York, NY 10038.

JAPANESE AMERICAN CURRICULUM PROJECT, INC., 414 East Third Ave., San Mateo, CA 94401. (catalog #1)

FILIPINE AMERICAN WOMEN POLITICAL MOVEMENT, 4811 Rosewood Ave., Los Angeles, CA.

ASIAN AND PACIFIC AMERICANS CONCERN STAFF, U.S. Department of Education, Washington, D.C. 20202.

KOREAN PATRIOTIC WOMEN'S ASSOCIATION IN AMERICA, P.O. Box 603, New Paltz, NY 12561.

ORGANIZATION OF ASIAN WOMEN, P.O. Box 375, 39 Bowery, New York, NY 10002.

ORGANIZATION OF CHINESE AMERICAN WOMEN, 21 Division Street, New York, NY 10002.

CHINESE WOMEN'S RESEARCH PROJECT, 750 Kearny Street, San Francisco, CA 94018.

### FILMS AND VIDEOS:

MITSUYE AND NELLIE by Allie Light, Light-Saraf Films.
SEWING WOMAN by Arthur Dong, Deepfocus Productions.
GAMAN by Robert Miyamoto, Great Leap.
THE NEW WIFE by Renee Cho, AFI.
WITH SILK WINGS by Loni Ding, (4 videos about Asian American Women at work).
FEI TEIN by Christine Choy, Third World Newsreel.
MARATHON WOMAN by Ellen Freyer, Filmaker Library.
EMI by Michael Toshiyuki Uno, Educational Film Center.

### POSTER:

CONTEMPORARY ASIAN PERSONALITIES. The Instructor Publications, Dansville, NY 14437. ($7.25)

### PUBLICATIONS:

WITH SILK WINGS: ASIAN AMERICAN WOMEN AT WORK. Elaine Kim, 150 pages, paperback. (52 women in 52 different occupations)

DESERT EXILE: THE UPROOTING OF A JAPANESE AMERICAN FAMILY. Joshiko Uchida, 1982, University of Washington Press.

DEVELOPMENT OF ASIAN AMERICAN IDENTITY: AN EXPLORATORY STUDY OF JAPANESE AMERICAN WOMEN. Jean Kim. Japanese American Curriculum Project 1891.

NISEI DAUGHTER. by Monica Stone, 1982. University of Washington Press, 238 pages.

CHINESE WOMEN OF AMERICA: 1834-1982. by Judy Yung and Vincent Tang-Tobe, Chinese Culture Foundation of San Francisco, illustrated.

FAREWELL TO MANZANAR. by Jeanne Wakatsuki Houston, 1955. Bantam Books, grades 6-adult.

CROSSING CULTURES II: THIRD WORLD WOMEN. Consortium of Educational Equity, Rutgers University, Kilmer Campus 4090, New Brunswick, NJ 08903.

FIFTH CHINESE DAUGHTER. by Jade Sno Wong, 1945, Harper and Row.

THE WORDS OF A WOMAN WHO BREATHS FIRE. by Kitty Tsui, 1983. Spinsters Ink, New York.

ANGEL ISLAND PRISONER, 1922. by Helen Chetin, grades 4-up.

THOUSAND PIECES OF GOLD. by Ruthanne Lum McGunn, 1981. Design Enterprises of San Francisco, 308 pages.

## BLACK WOMEN'S HISTORY RESOURCES

### FILMS:

FANNIE LOU HAMER; PORTRAIT IN BLACK, from Sterling Educational Films, 214 E. 34th St., New York, NY 10016, 10 minutes, grades 9-adult.

HARRIET TUBMAN AND THE UNDERGROUND RAILROAD, from McGraw Hill, 1221 Avenue of Americas, New York, NY 10020, 2 parts, 27 minutes each, b/w, grades 6-up.

Marva (Marva Collins), from Carousel Films, 1501 Broadway, New York, NY 10036, 17 minutes, color, grades 9-adult.

### RESOURCE CENTER AND CURRICULUM MATERIALS:

NATIONAL ARCHIVES FOR BLACK WOMEN'S HISTORY, 1319 Vermont Ave. NW, Washington, D.C. 20005.

### POSTERS:

CONTEMPORARY BLACK PERSONALITIES, Instructor Publications, Dansville, NY 14437.

TABS POSTERS, 744 carroll St., Brooklyn, NY 11215.

POSTCARDS; HELAINE VICTORIA , 4080 Dynasty Lane, Martinsville, IN 46151.

### RECORDS:

WHAT IF I AM WOMAN? BLACK WOMEN SPEECHES, Folkway Records.

### CURRICULUM AND REFERENCE:

THE TOTAL APPROACH; INTEGRATING THE HISTORY OF AFRICAN AMERICANS AND WOMEN INTO THE CURRICULUM, Beryl Banfield, New York University, Metro Center, New York, NY 10003.

### SECONDARY AND ADULT:

SHIRLEY CHISHOLM, BY SUSAN BROWNMILLER, POCKET PRESS, 1972.

JOSEPHINE BAKER, by Leo Guild, Holloway House, 1976.

BLACK WOMEN IN WHITE AMERICA: A DOCUMENTARY HISTORY, edited by Gerda Lerner, Vintage Press, 1971.

I, CHARLOTTE FORTEN, BLACK AND FREE, by Polly Longsworth, Crowell Press, 1970.

BLACK FOREMOTHERS: THREE LIVES, by Dorothy Sterling, Feminist Press, 1979.

JUBILEE, by Margaret Walker, Bantam Books, 1967.

HARRIET TUBMAN, CODUCTOR OF THE UNDERGROUDND RAILROAD, by Ann Petry, Archway Paperbacks, 1971.

SELMA, LORD, SELMA : GIRLHOOD MEMORIES OF THE CIVIL RIGHTS DAYS, by Sheyan Webb and Rachel West Nelson, as told to Frank Sikora, 1980, University of Alabama Press.

FANNIE LOU HAMER, by Susan Kling.

SOUJOURNER TRUTH: A SELF-MADE WOMAN, by Victoria Ortiz, lippincott, 1974.

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BLACK WOMEN IN 19th CENTRUY AMERICAN LIFE, by Bert James Loewanberg and Ruth Begin, editors, Pennsylvania State University Press, 1978.

THIS BRIDGE CALLED MY BACK: WRITING BY RADICAL WOMEN OF COLOR, by Cherrie Moraga and Gloria Anzaldua with forward by Toni Cade Bambara, Persephone press, 1981.

ALL THE WOMEN ARE WHITE, ALL THE BLACKS ARE MEN, BUT SOME OF US ARE BRAVE, edited by Goria T. Hull et al., Feminist Press, 1982.

BLACK WOMEN IN AMERICAN BANDS AND ORCHESTRAS, by Antoinette Handy, Scarecrow Press, 1981.

IN SEARCH OF OUR MOTHER'S GARDEN, by Alice Walker, Harcourt, Brace and Jovanovich.

## HISPANIC WOMEN RESOURCES

### BOOKS:

LAS MUJERES: Conversation from a Hispanic Community. Nan Elsasser, Kyle MacKenzie and Yvonne Tixler y Vigil. Feminist Press. Illustrated, Grades 9-adult, 162 pages, paper. (Teaching Guide upon request)

LA MUJER CHICANA: An Annotated Bibliography. Evey Chapa (Ed.) Chicana Research and Learning Center, 1976. 86 pages.

VILMA MARTINEZ. Bonnie Eisenberg

MOVING THE MOUNTAIN: Women Working for Social Change. Ellen Cantarow, Susan Gushee O'Mally, and Sharon Hartman Strom. Feminist Press, Grades 9-adult, 208 pages, paper. (Teaching guide available)

TO SPLIT A HUMAN. Dr. Carmen Tafolla (1985) Mexican American Cultural Center, Grade 9-adult.

STEREOTYPES, DISTORTIONS AND OMISSIONS IN U.S. HISTORY. Council on Interracial Books for Children, CIBC INC. Grades 9-adult, 143 pages, paper.

TWICE A MINORITY: Mexican American Women. Margarita B. Melville, Ed. C.V. Mosby Co. Adult, 270 pages, paper.

NANCY LOPEZ: Wonder Woman of Golf. Nancy Robinson. Children's Press. Grades 5-8, 48 pages, cloth.

### FILM:

CHICANA. Ruiz Productions. Grades 9-adult, 22 minutes, color.

### POSTERS:

20TH CENTURY HISPANIC PERSONALITIES. The Instructor Publications, Dansville, NY 14437 ($7.25 per set)

HISTORY OF CALIFORNIA WOMEN: 1720-1920. Joanne Brouk and Lisa Rugens. California Historical Society. (50 posters for $5.00)

### OTHER SOURCES:

MEXICAN AMERICAN WOMEN'S NATIONAL ASSOCIATION (MANA), P.O. Box 656, L'Enfant Plaza, Washington, D.C. 20024,

NUESTRO. Monthly publication of contemporary issues. P.O. Box 10100, Des Moines, IA 50340.

WOMEN, Giant Photos of. Historical Pictures Service, Chicago, IL 61105.

WOMEN'S HISTORY NOTEBOOK. Northwest Regional Educational Laboratory, 101 SW Main Street, Suite 500, Portland, OR 97204 (503) 275-9500. c/o Center of Sex Equity Director: Bonnie J. Faddis.

WOMEN IN AMERICA: HOW EQUAL TODAY? (1987) Scholastic Update, Volume 119:18 May 18, 1987, P.O. Box 644, Lyndhurst, NJ 07071-9995, pp 30. (Teacher's Edition: 11SN 0745-7065).

Zane, Polly, and Zane, John. (1978) AMERICAN WOMEN: 1607 TO THE PRESENT. Booklets 1-6, Proof Press, Box 1256, Berkeley, CA 94720 (corresponds with poster series and time line).

FILMS:

GOOD WORK SISTER. Women Shipyard Workers of WWII, an oral history.

ONE FINE DAY. Circe Records.

SEWING WOMAN. Deepfocus Productions, P.O. Box 315, Franklin Lakes, NJ 07417

POSTERS:

National Women's Hall of Fame, P.O. Box 335, Seneca Falls, NY 13148.

TAB. Aides for Equal Education, 744 Carroll Street, Brooklyn, NY 11215 (11"x17") posters)

STORYTELLER:

Spagnoli, Cathy. Storyteller. 5646 25 Avenue SW, Seattle, WA 98106 (206) 837-8679.

## RESOURCES FOR NATIVE AMERICAN/ALASKAN NATIVE WOMEN

### JOURNALS:

FRONTIERS: A JOURNAL OF WOMEN STUDIES. Vol. VI, No. 3, Fall 1981 (Whole issue on Native American Women. Extensive bibliography by Lyle Koehler.)

### POSTERS:

CONTEMPORARY NATIVE AMERICAN PERSONALITIES. The Instructor Publications, Inc., Dansville, NY 14437.

### FILMS:

LUCY COVINGTON: NATIVE AMERICAN INDIAN. Encyclopedia Britannica Educational Corp., 310 South Michigan Ave., Chicago IL 60604. (16 minutes, color, Grades 7-up)

NAVAJO GIRL. center for the Humanities, Box 1000, Mr. Kisco, NY 10549. (20 minutes, color, grades 3-12)

### BOOKS:

WAHEENEE, AN INDIAN GIRL'S STORY TOLD BY HERSELF, Compiled by Gilbert L. Wilson, University of New Brunswick Press, 189 pages.

NATIVE AMERICAN WOMEN: A BIBLIOGRAPHY. Rayna Green, Indiana University Press, 1983.

THE WAYS OF MY GRANDMOTHERS. Beverly Hungry Wolf, (oral histories) Quill Press, 1980. grades 4-12.

FASTEST WOMEN ON EARTH. Alida Thacher, Raintree Publishers, 1980. grades 4-12.

BELLE HIGHWALKING: THE NARRATIVE OF A NORTHERN CHEYENNE WOMAN, K. Weist, editor, Montana Council on Indian Education, 1977. grades 5-adult.

SARAH WINNEMUCCA OF THE NORTHERN PAIUTES, Gae Whitney Canfield, University of Oklahoma Press, 1983. grades 9-adult.

PRETTY SHIELD: MEDICINE WOMAN OF THE CROWS, Frank Linderman, University of Nebraska, 1972. Grades 9-adult.

MOUNTAIN WOLF WOMAN, SISTER OF CRASHING THUNDER, Nancy O.Lurie, University of Michigan, 1974. grades 9-adult.

DAUGHTERS OF EARTH: Chronology of multi-ethnic Native American women's lives. Collier Press, 1977.

THE LIVING TRADITION OF MARIA MARTINEZ. Susan Peterson, Kodansha International, 1981. Grades 9-adult. (New Mexican Potter)

HOMEWARD THE ARROW'S FLIGHT. Marion Marsh Brown, Wington Press, 1980. Grades 6-12. (America's first licensed Native American woman doctor.)

SUSETTE LA FLESCHE: VOICE OF THE OMAHA INDIANS. Margaret Cary, Hawthorne Books, 1973. Grades 6-9.

MARIA TALLCHIEF. Marian Gridley, Dillon Press, 1981. Grades 5-12.

SARAH WINNEMUCCA. Doris Kloss, Dillon Press, 1981. Grades 5-12.

ANNIE WAUNEKA. Mary Caroll Nelson, Dillon Press, 1972. Grades 5-12. (Navajo).

## OTHER INFORMATION RESOURCES

CHINESE WOMEN'S RESEARCH PROJECT. 750 Kearny Street, San Francisco, CA 94018.

COUNCIL ON INTERRACIAL BOOKS FOR CHILDREN. 1841 Broadway, New York, NY 10023.

INFORMATION SYSTEMS DEVELOPMENT. (free catalog) 1100 East 8th Street, Austin TX 78702.

JAPANESE AMERICAN CURRICULUM DEVELOPMENT PROJECT. ($1 catalog) 414 East 3rd Avenue, San Mateo, CA 94401

JEWISH WOMEN'S RESOURCE CENTER. 543 South Fairfax, Los Angeles, CA 90036

NATIONAL ARCHIVES FOR BLACK WOMEN IN HISTORY. 1318 Vermont Avenue NW, Washington, D.C. 20005.

NATIONAL WOMEN'S HALL OF FAME. (free catalog) 76 Fall Street, Seneca Falls, NY 13148.

# Facts on U.S. Working Women

U.S. Department of Labor
Women's Bureau. 1920-1985

Fact Sheet No. 85-6
July 1985

## BLACK WOMEN IN THE LABOR FORCE

- Black women made advances in many socioeconomic areas over the past decade. However, despite their strong and continued labor force experience and their increased years of schooling, black women still are more likely than white women to be unemployed, to be in low-paying jobs, and to account for a larger proportion of those living in poverty.

- Black women 16 years of age and over numbered 10.7 million in 1984, up from 8.7 million in 1975. About 5.9 million of these women, or 55 percent, were in the civilian labor force. This is an increase since 1975, when only 4.2 million black women, or about 49 percent, were employed or looking for work.

- There has been a significant closing of the gap between the educational level of white and black women workers. The median years of schooling of black women workers was 12.6 years in 1983. The difference of 0.2 years that now exists between black and white women workers is down from 1.8 years in 1962, an achievement made in about a generation.

- Except for the two recessions in the early 1980's, the unemployment rate for white women has declined since 1975, while the unemployment rate for black women has continued to rise. During the 1975-1984 period, the number of unemployed black women increased by 44.8 percent, while the number entering the labor force grew by 39.1 percent. More than 910,000 black women 16 years of age and over, or 15.4 percent, were unemployed in 1984--up from 629,000, or 14.8 percent, in 1975.

Unemployment Rates, 1984

| Teenagers* | Rate | Adults** | Rate |
|---|---|---|---|
| Black men | 42.7 | Black men | 14.3 |
| Black women | 42.6 | Black women | 13.5 |
| White men | 16 8 | White men | 5.7 |
| White women | 15.2 | White women | 5.8 |

* 16-19 years of age
** 20 years of age and over

- Unemployment among black teenage women, at 42.6 percent in 1984, is nearly three times the rate for white teenage women (15.2 percent).

- There has been some improvement in the occupational status of employed black women. Between 1970 and 1982, black women increased their representation in many professional and technical jobs, including accountant, nurse, dietitian, therapist, engineering and science technician, and vocational and educational counselor. Although progress has been limited, both the numbers and proportions of black women in sales, management and administration, and administrative support positions have increased since 1970.

- Black women made some inroads into blue-collar occupations such as bus driver, delivery person, and truck driver. However, their proportion in service occupations continued to decline, reflecting the continuous movement of black women out of private household work.

- About 63 percent of black mothers of children under 18 were in the labor force in March 1984, compared with 60 percent of white mothers. Seventy percent of black mothers with children up to age 17 but none under 6 years of age were employed, as were 57 percent of those with children under age 6; the comparable figures for white mothers were 60 and 51 percent, respectively.

- Black women who worked year round, full time in 1983 approached income parity with their white counterparts ($13,000 compared with $14,677). However, the average black family's income ($14,506) remained considerably less than the average income of white families ($25,757). A smaller but still significant gap existed between the average income of black married-couple families where the wife was in the paid labor force ($26,389) and that of similar white families ($32,569).

- The incidence of poverty is greater among black families than among white families and is prevalent among families headed by women, a group which grew sharply over the past decade. Over half (53.8 percent) of black families headed by women had incomes below the poverty level in 1983, compared with 28.3 percent of similar white families.

Poverty Rates of Families, by Race, 1983*

| Type of family | Black | White |
|---|---|---|
| Total families | 32.4 | 9.7 |
| Married-couple families | 15.5 | 6.9 |
| Male head of household, no wife present | 23.7 | 10.4 |
| Female head of household, no husband present | 53.8 | 28.3 |

*The 1983 poverty threshold for a family of 4 was $10,178.

- Among older black women 65 years of age and over, 42 percent had incomes below the poverty level in 1983. A similar situation existed among black children under the age of 18, 47 percent of whom were living below the poverty level. The respective figures among similar white women and children were 15 and 17 percent.

Sources: U.S. Department of Labor, Bureau of Labor Statistics, and U.S. Department of Commerce, Bureau of the Census.

# Facts on U.S. Working Women

U.S. Department of Labor
Women's Bureau, 1920-1985

Fact Sheet No. 85-11
November 1985

## WOMEN OF HISPANIC ORIGIN IN THE UNITED STATES LABOR FORCE

- Women of Hispanic origin in the United States, age 16 and over, numbered 5.7 million in 1984. The largest subgroup was women of Mexican origin (3.2 million), followed by women of Puerto Rican (862,000) and Cuban (426,000) origin. The remaining 1.2 million Hispanic women were of Central and South American ancestry or of other Hispanic descent.

- Of the 49.7 million women in the civilian labor force in 1984, 2.8 million, or 5.7 percent, were of Hispanic origin. Of these, 58 percent were of Mexican, 11 percent of Puerto Rican, 8 percent of Cuban, and the remainder (22 percent) of other Hispanic origin.

- Among all Hispanic women, about 50 percent were in the labor force in 1984--somewhat lower than the labor force participation rate for all women (54 percent). This overall rate obscures differences among the various Hispanic ethnic groups, and mainly reflects the rate for women of Mexican origin. Puerto Rican-origin women had the lowest rate at 38 percent, compared with 55 percent for Cuban women and 51 percent for Mexican women.

Table I

Employment Status of Hispanic Women
16 Years of Age and Over in 1984
(Numbers in Thousands)

| | All Hispanic Women | Mexican-Origin Women | Puerto Rican-Origin Women | Cuban-Origin Women |
|---|---|---|---|---|
| Civilian Noninstitutional Population | 5,692 | 3,241 | 862 | 426 |
| Civilian Labor Force | 2,833 | 1,640 | 324 | 236 |
| Percent of Population | 49.8 | 50.6 | 37.6 | 55.4 |
| Employed | 2,519 | 1,459 | 276 | 219 |
| Unemployed | 314 | 181 | 49 | 16 |
| Unemployment Rate | 11.1 | 11.1 | 15.0 | 6.9 |

Source: Bureau of Labor Statistics, U.S. Department of Labor.

- Women of Hispanic origin are younger than women in the general population. The median age of Hispanic women in the population in March 1985 was 34.4 years, compared with 40.2 years for all women. Although the median age of Puerto Rican-origin women is similar to that of Mexican women (33.9 and 33 years, respectively), the former group has a substantially lower labor force participation rate than the latter: 37.6 vs. 50.6 percent. Puerto Rican women's labor force participation rate almost parallels that of black female teenagers (35 percent).

- The unemployment rate for Hispanic women, 11.1 percent, decreased during the last decade by almost 2 percentage points. However, it still remains about 3.5 percentage points above that for all women. Cuban women have achieved the most significant reduction in unemployment. In 1976, their jobless rate was almost 1.5 percentage points higher than that for all women; by 1984, the rate had declined to almost 1 percentage point lower than that for all women (7.6 percent) and for all U.S. workers (7.5 percent).

- Although younger Hispanic women, particularly, are narrowing the education gap, Hispanic women have completed fewer years of school than all women. In March 1985, Hispanic women had completed 11.6 years of school, compared with 12.5 years for all women.

- The median years of school completed by Hispanic women in the labor force rose from 12.1 years in 1975 to 12.3 years in March 1985. The median educational attainment of all women in the labor force was 12.8 years in 1985. Although 21 percent of Hispanic women workers have completed only 8 years or less of school, there is a continuing increase in the proportion of those who graduate from high school and those who complete college.

- The 1984 median income of all Hispanic-origin women 15 years of age and over was $5,830, lower than the $6,868 income of all women. Although the 1984 median income of Hispanic women with year-round, full-time jobs ($13,027) was also lower than that of all women ($15,422), Hispanic women in managerial and professional occupations had earnings not significantly different from that of other women--nearly $18,000 in 1983.

- Women of Hispanic origin were employed as operators, fabricators, and laborers and in service and precision, production, craft, and repair occupations to a greater extent than all women workers. Although the large percentage of Hispanic women employed in clerical positions is similar to the situation among all women, their large proportion in operative jobs--dressmakers, assemblers, and machine operators--is strikingly dissimilar to the employment pattern of all women workers.

- Twelve percent of Hispanic women workers were employed in managerial and professional specialty occupations in 1984. However, they are still less likely than all women (22.5 percent) to be employed in those occupations. Women of Cuban origin (20 percent) were more likely than other Hispanic women to be employed in management and the professions. Mexican- and Puerto Rican-origin women were more likely to be in service work.

Table 2

Occupations of Employed Women, by Hispanic Origin, 1984
Percent Distribution

| | All Women | Hispanic Women: All Hispanic Women | Hispanic Women: Mexican-Origin Women | Hispanic Women: Puerto Rican-Origin Women | Hispanic Women: Cuban-Origin Women |
|---|---|---|---|---|---|
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Managerial and Professional Specialty | 22.5 | 12.0 | 9.5 | 13.8 | 19.6 |
| Technical Sales and Administrative Support | 45.6 | 41.0 | 40.6 | 46.7 | 42.5 |
| Service Occupations | 18.7 | 23.4 | 24.6 | 19.6 | 12.8 |
| Precision, Production, Craft, and Repair | 2.4 | 4.3 | 4.7 | 2.2 | 4.6 |
| Operators, Fabricators, and Laborers | 9.6 | 17.5 | 17.9 | 17.4 | 20.1 |
| Farming, Forestry, and Fishing | 1.2 | 1.7 | 2.7 | - | 0.5 |

Source: Bureau of Labor Statistics, U.S. Department of Labor.

- Hispanic mothers were less likely to be in the labor force than all mothers. About half (50.6 percent) of Hispanic mothers of children under age 18 were in the labor force in March 1985, compared with 62.1 percent of all mothers. More than two-fifths (42.7 percent) of Hispanic mothers of children under 3 years of age were workers, less than the corresponding figure for all such mothers (49.5 percent).

- Similar to the trend for the rest of the Nation, the percentage of Hispanic families maintained by women moved upward in recent years. By 1983, 23 percent of Hispanic families were maintained by women, a higher percentage than the corresponding figure for non-Hispanic families at 15 percent. Among Hispanic families, the proportion maintained by women was noticeably higher for Puerto Ricans--about 40 percent--than for other Hispanic groups.1/

- In 1985, about 905,000 Hispanic families (some 23 percent) were maintained by women. More than half (53 percent) of these families had incomes in 1984 which placed them below the U.S. poverty level, compared with 35 percent of all families maintained by women.

- Immigrants in the United States, often having limited English language proficiency and lacking job skills transferable to the American labor economy, may be faced with severe cultural adjustments. In 1980, there were 530,635 Hispanic immigrants in the United States, including an influx of new arrivals and persons

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Office of the Secretary
Women's Bureau
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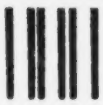

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adjusting their status from nonimmigrant to immigrant. In 1979, the latest year available data are disaggregated by sex, there were more women immigrants than men (52,712 vs. 51,218). 2/

- In 1980, most Hispanics in the United States (60 percent) were still concentrated in the five southwestern States of Arizona, California, Colorado, New Mexico, and Texas, but they can be found in smaller concentrations in virtually all States. They were more likely than non-Hispanics to live in central cities. 1/

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1/ "Condition of Hispanics in America Today," presented at the hearings of the Subcommittee on Census and Population, House Committee on Post Office and Civil Service, September 13, 1983. Bureau of the Census, U.S. Department of Commerce, 1984.

2/ "In America and in Need: Immigrant, Refugee, and Entrant Women," a project sponsored by the U.S. Department of Labor's Women's Bureau and conducted by the American Association of Community and Junior Colleges, January 1985.

Note: Hispanic origin refers to persons who identified themselves in the enumeration process as Mexican, Puerto Rican living on the mainland, Cuban, Central or South American, or of other Hispanic origin or descent. Persons of Hispanic origin may be of any race; thus they are included in both the White and Black population groups.

Business

B/9

The Morning News Tribune

Tuesday, February 2, 1988

# Closing the gap

## Women's pay climbs to 70 percent of men's

By Matt Yancey
Associated Press

WASHINGTON — Women reached the 70 percent barrier in 1987 for the first time on record in narrowing a pay gap between themselves and men, the government reported Monday.

The median weekly earnings of men working full time rose $17 — from $428 to $445 — between the end of 1986 and the end of last year, while those of women climbed $13 — from $296 to $309, the Labor Department said.

In percentage terms and averaged over the year, the median weekly earnings for women working full time in 1987 were 70 percent of those enjoyed by men, up from 69.2 percent in 1986.

The gap has been steadily narrowing since 1979, when the Bureau of Labor Statistics first began collecting data on the wage differences by sex and when women earned 62.5 percent of what men made.

The median amount is the point at which one-half of the population group made more and half made less.

For the entire population of full-time workers, median earnings rose by $15 per week — from $366 to $381 — in 1987.

But after taking into account a 4.4 percent rise in consumer prices, their actual buying power declined by $2 a week. That represents a sharp reversal of 1986, when workers' purchasing power increased by $7 a week as a result of only 1.1 percent inflation in consumer prices.

Blacks also edged up, from 77 percent to 78 percent, in what they make when compared with whites. The median gross paychecks for blacks before tax and Social Security deductions rose $13 a week to $306 in 1987. The median increase for full-time white workers was $11 a week, to $391.

Black women received the biggest raises in actual dollars in 1987, with their weekly earnings climbing by $18 to $283.

Paychecks rose by $11 a week to $312 for white women, by $14 to $334 for black men and by $17 to $462 for white men.

For Hispanics working full-time, paychecks among the men rose $15 to $316 a week. But Hispanic women as a group suffered pay cuts with their median earnings dropping from $255 a week at the end of 1986 to $253 a week at the end of last year.

Among men, workers in executive, administrative and managerial occupations had the largest median paychecks at $667, followed by those in professional specialites at $628 and technicians in a distant third at $501.

For women, professionals and a small number employed as mechanics had the highest wages, both at about $475 a week. The median weekly wage for women executives, administrators and managers was $421.

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180

# Facts on U.S. Working Women

APPENDIX II

U S Department of Labor
Women's Bureau. 1920-1985

Fact Sheet No. 85-7
July 1985

## EARNINGS DIFFERENCE BETWEEN WOMEN AND MEN WORKERS

- Women, on average, earn less than two-thirds as much as men. Although there was a slight narrowing of the earnings difference during the past 10 years, women workers did not approach earnings parity with men, even when they worked in similar occupations. In 1975, the median earnings of women who worked at full-time jobs throughout the year were only 59 percent of the amount similarly employed men earned. In 1983, women earned 64 percent.

- Despite the upward trend in women's earnings compared with men's, women to a large extent remain employed in jobs that yield relatively low earnings--generally in lower paying industries such as clothing manufacturing, in lower paying professions such as teaching, and in lower paying service and clerical jobs.

- Some reasons for the earnings differential are that women enter and leave the labor force more frequently than men, which results in their having less work experience; overall, women's educational attainment and skills training are not equal to men's; and women and men are concentrated in different occupations with different pay scales.

- On average, men have longer job tenure (years on the same job) than women. This is primarily because uninterrupted labor force participation has been common for men, but a more recent practice for women. The median job tenure for young women and men is similar. At age 35 and older, however, tenure for men becomes significantly longer than for women. In 1983, the median tenure for men age 35 to 44 was 7.7 years, compared with 4.6 years for women in the same age group.

- Differences in labor force attachment, or the frequency and length of work interruptions, are often cited as one reason women earn less thah men. However, a recent study by the Bureau of the Census reports that work interruptions explain only a small part of the earnings disparity between women and men. The bureau found that if women had the same education, experience, and interruptions as men, the earnings gap would be reduced by only 14.6 percent. Based on that study, a woman in 1979 would have earned 69 cents (instead of the actual 64 cents) for every dollar earned by a man.

- Research has been conducted to explore why the earnings difference persists even when the educational gap between women and men shrinks and more women than ever are employed full time and year round. After all measurable variables have been included in equations on the earnings difference between women and men, there remains a disparity that cannot be readily explained. This variance is attributed to unmeasured factors such as discrimination, personal attitudes, and quality of education.

- Using year-round full-time workers as the basis for comparison, a woman at least 25 years old in 1983, with 4 or more years of college, earned only 64 percent as much as a man in similar circumstances. In fact, the college-educated woman did not receive as much as a man with only a high school diploma, a situation that has remained essentially unchanged over the years.

- On average, men are more likely than women to have spent a longer time in one occupation. In 1983, women were somewhat more likely than men to make a shift from one major occupational group to another. The rate at which women change occupations has increased substantially over the past two decades, unlike the situation for men.

- Much of women's recent occupational mobility may be attributed to factors such as the availability of better pay and more appealing work. These factors are consistent with women's increased participation in the labor force, greater educational attainment, some improvement in earnings relative to men, and broadened occupational opportunities.

- The earnings gap can be explained in part by variations in the employment of women and men among occupational groups. Women remain underrepresented in some groups and overrepresented in others. Among the 13 major occupational groups, there are significant and longstanding differences between women and men. In 1984, women accounted for 80 percent of all clerical and administrative support workers and 8 percent of all precision production, craft, and repair workers.

- Although the female-male earnings ratio varies considerably among occupational groups, women's earnings rarely approach men's, even in the same occupational group, except in jobs with narrowly defined skill levels in the same establishment.

- In occupations that are traditionally female, such as most clerical jobs, men's earnings have been consistently higher than women's.

- In 1984, women sales workers' weekly earnings were only 52 percent of men's weekly earnings in the same field. One explanation is the difference in areas of sales: men are more likely than women to be selling expensive items such as cars, large appliances, and jewelry, and thus make larger commissions; women are largely employed in sales of nondurables such as apparel and food products. In 1984 over a third of men in sales but less than a tenth of women in sales earned $500 or more per week.

Median Weekly Earnings of Full-Time Wage and Salary Workers
Annual Average 1984

| Occupation | Men | Women | Ratio female/ male |
|---|---|---|---|
| Total | $400 | $259 | 64.8 |
| Managerial & professional specialty | 553 | 378 | 68.4 |
| Executive, administrative, & managerial | 568 | 358 | 63.0 |
| Professional specialty | 534 | 394 | 73.8 |
| Technical, sales, & administrative support | 404 | 256 | 63.4 |
| Technicians & related support | 451 | 312 | 69.2 |
| Sales occupations | 403 | 212 | 52.6 |
| Administrative support, including clerical | 380 | 257 | 67.6 |
| Service occupations | 259 | 180 | 69.5 |
| Private household | 208 | 130 | 62.5 |
| Protective service | 378 | 288 | 76.2 |
| Other service occupations | 224 | 182 | 81.3 |
| Precision production, craft, & repair | 401 | 254 | 63.3 |
| Operators, fabricators, & laborers | 321 | 209 | 65.1 |
| Machine operators, assemblers, & inspectors | 331 | 208 | 62.8 |
| Transportation & material moving | 354 | 253 | 71.5 |
| Handlers, equipment cleaners, helpers, & laborers | 258 | 207 | 80.2 |
| Farming, forestry, & fishing | 205 | 177 | 86.3 |

Source: U.S. Department of Labor, Bureau of Labor Statistics.

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- Despite an increase in the proportion of women in managerial occupations, since 1970 their salaries in relation to men's have remained at about the average earnings differential for all women workers compared with that for all men workers. In 1984, the average weekly earnings for women in executive, administrative, and managerial occupations was 63 percent of that for men employed in similar jobs.

- Though women make up only a small proportion of workers in farming, forestry, and fishing occupations, they have the lowest wage differential, earning 86 percent as much as men in 1984.

Sources: U.S. Department of Labor, Bureau of Labor Statistics, and U.S. Department of Commerce, Bureau of the Census.

# Facts on U.S. Working Women

U S Department of Labor
Women's Bureau, 1920-1985

Fact Sheet No. 85-1
July 1985

## TRENDS IN THE EMPLOYMENT STATUS OF WOMEN DURING THE UNITED NATIONS DECADE FOR WOMEN, 1976-1985

- From 1975 through 1984, the United States civilian labor force grew by 21 percent. Women contributed more than 62 percent of the total growth as their numbers rose from 37 million to 50 million.

- Women accounted for nearly 44 percent of all persons in the civilian labor force in 1984 compared with 40 percent in 1975.

- By 1984, 54 percent of all women 16 years of age and over were working or looking for work. In the prime working age group 25 to 54, nearly 70 percent were in the labor force.

- Historically, black and some other minority women have been more likely to work than white women. However, during the decade, the labor force participation rate for white women grew much more rapidly than for minority women and by 1984 there was little difference between their overall participation rates--53 and 55 percent, respectively.

- The female labor force grew more diverse in its race/ethnic composition. In addition to white, black, and Hispanic origin women, more than 2 million women, mainly of Asian descent and including recent immigrants and refugees, were in the labor force at mid-decade in 1980.

- A large proportion of women continue to enter the labor force in occupations in which most women traditionally have worked, such as clerical, nursing, teaching below the college level, and apparel sales. Secretarial work is still the largest occupation of women, just as it was at the beginning of the decade.

- A significant change for women has been the increased movement into executive, administrative, and managerial occupations. In 1975 women constituted only 22 percent of this group and by 1984 that share had risen to 34 percent.

- Women increased their presence in the nontraditional areas of work, particularly in management, professions such as law and engineering, police protection, and the skilled trades including carpentry and automobile mechanics.

- Increasing numbers of women were attracted to options in business ownership. Supported by national policies developed to encourage expansion of business opportunities for those with limited experience and/or capital, more women viewed entrepreneurship as a viable economic opportunity.

- The educational attainment of women continued to rise throughout the decade. The employment status of women is greatly affected by their educational attainment. The more education they have, the greater the likelihood they will be in paid employment. The median years of school completed by women workers in 1984 was 12.7 compared with 12.8 years for similar men workers.

- Fewer young women dropped out of school before obtaining a high school diploma and increasing proportions continued on to college. Women now account for more than half of the enrollments in institutions of higher education. More women also are pursuing advanced degrees. In the 1981-82 school year, women earned over 50 percent of the bachelor's and master's degrees, one-third of the doctor's degrees, and more than one-fourth of the first-professional degrees.

- Women workers did not attain earnings parity with their male counterparts during the decade, but the earnings gap between women and men who worked at full-time jobs year round narrowed and the earnings ratio between the sexes increased by 5 percentage points between 1975 and 1983 to 64 cents on the dollar.

- There is general agreement that women's lower earnings are attributable, in part, to their concentrated employment in the lower paying industries and occupations. As increasing numbers of women move into jobs that offer higher pay for higher levels of skills and responsibilities, the earnings differential is expected to shrink further.

- The labor market activity of women varied substantially according to age. The participation rate of teenage and young adult women increased over the decade, from 57 percent in 1975 to 63 percent in 1984.

- The dramatic growth in the female segment of the labor force occurred among women age 25 to 54, the primary childbearing and family building years. By 1984 their labor force participation rate had reached nearly 70 percent, an increase of about 15 percentage points over the decade.

- The labor force participation rate of women age 55 to 64 remained at about 41 percent despite the impressive gains for women. The women who were not in the labor force either chose not to enter, chose to retire, or withdrew permanently for reasons such as job dislocation or discouragement at not obtaining employment.

- The majority of women work because of economic need. Nearly two-thirds of all women in the civilian labor force in 1984 were either single (26 percent), divorced (11 percent), widowed (5 percent), separated (4 percent), or had husbands whose incomes in 1983 were less than $15,000 (19 percent).

- Among the most notable trends in the employment of women was the dramatic rise in the number of working mothers--both single and married--reaching nearly 20 million in 1984. Most employed mothers worked full time, even when their youngest child was under 3 years of age. About 56 percent of all children under age 18 had mothers in the labor force in 1984 compared with 44 percent in 1975.

- The number of women who maintain families (10.3 million in 1984) continued to increase during the decade. The proportion in the labor force also increased--from 54 percent in 1975 to 61 percent in 1984.

- In 1983 more than 1 out of 3 families maintained by a woman was poor, compared with 1 out of 13 other types of families.

- Women who maintain families face special obstacles which when combined tend to account for the fact that almost half of all poor persons live in families headed by women. These obstacles include: generally lower earnings for all women compared with men, lower than average educational attainment, often a lack of skills required for higher paying jobs, and frequently, a lack of flexibility concerning work hours due to family responsibilities.

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Data Sources: U.S. Department of Labor, Bureau of Labor Statistics; U.S. Department of Commerce, Bureau of the Census; and U.S. Department of Education, National Center for Education Statistics.

NOTE: Updated Fact Sheets are available upon request from

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